

**THE INFLUENCE OF USING CHORAL READING TOWARDS STUDENTS'
READING COMPREHENSION ON DESCRIPTIVE TEXT AT
THE FIRST SEMESTER OF THE TENTH GRADE AT
SMAN 1 BANGUNREJO CENTRAL LAMPUNG
IN THE ACADEMIC YEAR OF 2017/2018**



A Thesis

Submitted as Partial Fulfillment of the Requirements for S1-Degree

By

Hasri Wahyu Ningsih

NPM. 1311040208

Study Program : English Education

Advisor : Meisuri, M.Pd

Co-advisor : M. Sayid Wijaya, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
2018**

ABSTRACT

The Influence of Using Choral Reading Towards Students' Reading Comprehension on Descriptive Text at The Tenth Grade of The First Semester at SMAN 1 Bangunrejo Central Lampung in the Academic Year of 2017/2018
By : Hasri Wahyu Ningsih

Reading is one of language skills that should be mastered by the students. In reading the text we can find knowledge, information that we never know before. The students' reading comprehension at SMAN 1 Bangunrejo Central Lampung is still low especially in reading descriptive text. To solve this problem, the writer applied choral reading. Choral reading is one of a good strategy that can be implemented by the students as individual or in group. Choral reading involves students reading together with a fluent reader. The objective of this research is to know whether there is a significant influence of using choral reading towards students' reading comprehension on descriptive text at the tenth grade of the first semester at SMAN 1 Bangunrejo Central Lampung.

In this research, the writer used quantitative research. The writer used quasi experimental design with pre-test and post-test. The sample was taken from two classes, X IPA 1 and X IPA 2 which consisted of 53 students. The treatments were held in 3 meetings, 2 x 45 minutes for each. The population of this research was the tenth grade students at SMAN 1 Bangunrejo Central Lampung. In collecting the data, the writer used instrument in the form of multiple choice test. After conducting the treatments, the instrument were used for the pre-test and post-test. After giving the pre-test and post-test, the writer analyzed the data by using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that $Sig = 0.00$ and $\alpha = 0.05$. It means H_a is accepted because $Sig < \alpha = 0.05$. In other words, from this research, it was known that choral reading influence the students' reading comprehension on descriptive text. So, there was influence of using choral reading towards students' reading comprehension on descriptive text at the tenth grade of the first semester at SMAN 1 Bangunrejo Central Lampung.

Key words: choral reading, reading comprehension, quantitative research



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin Sukarama Bandar Lampung ☐ (0721)703289

APPROVAL

Title : THE INFLUENCE OF USING CHORAL READING TOWARDS STUDENTS' READING COMPREHENSION ON DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE TENTH GRADE AT SMAN 1 BANGUNREJO CENTRAL LAMPUNG IN ACADEMIC YEAR OF 2017/2018

Student's Name : Hasri Wahyu Ningsih
Student's Number : 1311040208
Study Program : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED

**To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University
Lampung**

Advisor,

Co-Advisor,

Meisuri, M.Pd
NIP. 198005152003122004

M. Sayid Wijaya, M.Pd
NIP. 198803172015031006

**The Chairperson of
English Education Study Program**

Meisuri, M.Pd
NIP. 198005152003122004



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin Sukarama Bandar Lampung ☐ (0721)703289

ADMISSION

**A thesis entitled: THE INFLUENCE OF USING CHORAL READING
TOWARDS STUDENTS' READING COMPREHENSION ON DESCRIPTIVE
TEXT AT THE FIRST SEMESTER OF THE TENTH GRADE AT SMAN 1
BANGUNREJO CENTRAL LAMPUNG IN ACADEMIC YEAR OF 2017/2018,**

**by: Hasri Wahyu Ningsih, NPM: 1311040208, Study Program: English
Education, was tested and defended in the examination session held on: Thursday,
January 4th 2018.**

Board of Examiners:

The Chairperson : Bambang Irfani, M.Pd

The Secretary : Satria Adi Pradana , M.Pd

The Primary Examiner : Deri Herdawan, M.Pd

The First Co-Examiner : Meisuri, M.Pd

The Second Co-Examiner : M. Sayid Wijaya, M.Pd

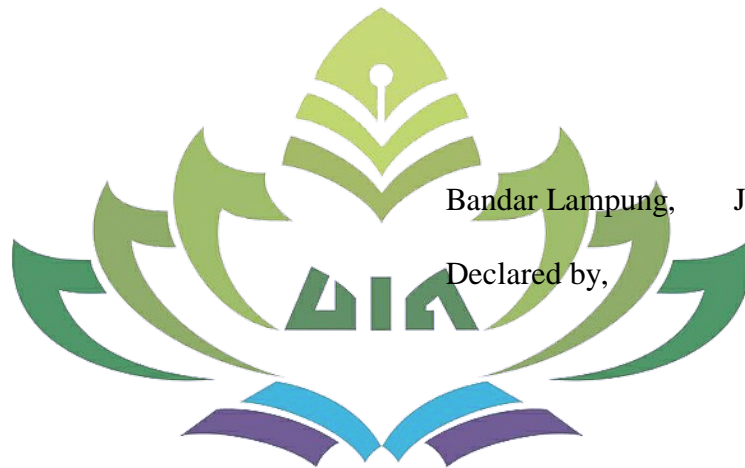
**The Dean of
Tarbiyah and Teacher Training Faculty**

M. Chairul Anwar, M.Pd
NIP. 195608101987031001



DECLARATION

Hereby, I state this thesis entitled “the influence of using choral reading towards students’ reading comprehension on descriptive text at the tenth grade of the first semester at sman 1 bangunrejo central lampung in academic year of 2017/2018” is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged text.



Bandar Lampung, January 2018

Declared by,

Hasri Wahyu Ningsih
NPM. 1311040208

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Suroto and Mrs. Saimah who always love me and wish for my success. Thanks for all the motivation and prayer.
2. My beloved brothers and sisters, Heri Nuryadi, Heti Susanti, Hesti Wijayanti, and Hari Wibowo who always pray, support, and motivate me to succeed.
3. My beloved friends, Ayu Nurul Izzati, Ayu Ria Windhari, Devi Lufita, Marchiana Dwi Lestari, Melsa Dwi Cahyani W., Siti Rizki Amalia, Suprihatin, Ayu Sartika Rosel, Daryanti, Cahya Maulita and Tiara Lembayung, who always give me motivations, love, prayer, and support.
4. My beloved almamater UIN Raden Intan Lampung and all lectures in English Department which contribute a lot in my thesis.



MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢
أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ٣ الَّذِي عَلَّمَ بِالْقَلَمِ ٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ٥

“ Read in the name of your Lord Who created. He created man from a clot.
Read and your Lord is Most Honorable. Who taught (to write) with the pen. Taught
man what he knew not. “¹



¹ A. Yusuf Ali, *The Holy Qur'an Text, Translation and Commentary*, (Maryland: Amana Corp), p. 1162

CURRICULUM VITAE

The writer's name is Hasri Wahyu Ningsih. She was born in Pringsewu, on January 16th, 1995. She is the last child of Mr. Suroto and Mrs. Saimah. She has three brothers named Heri Nuryadi, Hamid Nurrahman, Hari Wibowo and has two sisters named Heti Susanti and Hesti Wijayanti. She lives on Bangunrejo Central Lampung.

The writer began her formal educationl at Kindergarden Pertiwi Bangunrejo Central Lampung and finished 20011 and then she continued her school at Elementary School 1 Bangunrejo and finished in 2007. After that she continued her school in Junior High School 1 Bangunrejo and finished in 2010. Then she also continued her school in Senior High School 1 Bangunrejo Central Lampung and finished in 2013. Then she continued her study at Raden Intan State Islamic University (UIN) in English Education Study Program of Teacher Training Faculty.



ACKNOWLEDGEMENT

First of all, praise be to Allah, the most Merciful, the most Beneficent, for His blessing and mercy given to me during my study and in completing this final project. Then, the best wishes and salutations be upon to the great messenger prophet Muhammad S.A.W, his family and followers. This thesis entitled “The Influence of Using Choral Reading Towards Students’ Reading Comprehension on Descriptive Text at The Tenth Grade of The First Semester at SMAN 1 Bangunrejo Central Lampung in Academic Year of 2017/2018” is submitted as a compulsory fulfillment of the requirements for S1-degree of English Education study program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University. When finishing this thesis, the writer has obtained so much help, assistance, aid support and many valuable things from various sides. Therefore, the writer would sincerely thank :

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training faculty of UIN Raden Intan Lampung.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of UIN Raden Intan Lampung as well as the first advisor for her guidance and help to finish this thesis.
3. M. Sayid Wijaya, M.Pd, the second advisor who has spent countless hours to correct this thesis for its betterment.
4. The English Department Lectures in UIN Raden Intan Lampung.

5. Salam, S.Pd, the principal of SMAN 1 Bangunrejo Cental Lampung, Nuryanti, S.S, the English teacher for giving the contribution while the writer was conducting the research at the school, all the teachers and staffs who have helped the researcher in collecting the data.
6. My beloved friends (Katamichi), Ayu Nurul Izzati, Ayu Ria Windhari, Devi Lufita, Marchiana Dwi Lestari, Melsa Dwi Cahyani W., Siti Rizki Amalia, and Suprihatin who always give me motivations, love, pray, and always supports me.
7. All friends of the English Department of UIN Raden Intan Lampung, especially beloved friends in class E.

Finally, the writer is fully aware that there one still a lot of weakness in this thesis. For this, the writer sincerely welcomes critiques and suggestions from readers to enhance the quality of this thesis.

Bandar Lampung, January 2018

The writer,

Hasri Wahyu Ningsih

TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
APPROVAL.....	iii
ADMISSION.....	iv
DECLARATION.....	v
DEDICATION.....	vi
MOTTO	vii
CURRICULUM VITAE.....	viii
ACKNOWLEDGMENTS	ix
TABLE OF CONTENT	xi
LIST OF TABLES	xiv
LIST OF FIGURES	xv
LIST OF APPENDICES.....	xvi
 CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	9
C. Limitation of the Problem.....	9
D. Formulation of the Problem	10
E. Objective of the Problem.....	10
F. Use of the Research.....	10
G. Scope of the Research.....	11
1. Subject of the Research	11
2. Object of the Research	11
3. Place of the Research	11
4. Time of the Research.....	11
 CHAPTER II FRAME OF THEORY	
A. Concept of Reading.....	12
B. Types of Reading	14
C. Concept of Reading Comprehension	16
D. Concept of Teaching Reading Comprehension.....	20
E. Concept of Genre of Text.....	22
F. Concept of Descriptive Text	24
1. Definition of DescriptiveText.....	25
2. Generic Structure of Descriptive Text.....	26
3. The Example Generic Structure of Descriptive Text	27
4. Grammatical Feature of Descriptive Text	27
5. Characteristics of Descriptive Text	28

G. Concept of Choral Reading.....	30
1. Definition of Choral Reading.....	30
2. Procedure of Teaching Reading Using Choral Reading.....	31
3. Advantages and Disadvantages of Choral Reading.....	33
4. Teaching Reading Comprehension on Descriptive Text Using Choral Reading.....	34
H. Concept of Read Aloud.....	36
1. Definition of Read Aloud.....	36
2. Procedure of Teaching Reading Using Read Aloud.....	37
3. Advantages and Disadvantages of Read Aloud.....	38
4. Teaching Reading Comprehension on Descriptive Text Using Read Aloud.....	40
I. Frame of Thinking.....	41
J. Hypothesis.....	42

CHAPTER III RESEARCH METHODOLOGY

A. Research Design.....	43
B. Variables of this Research.....	44
C. Operational Definition of Variable.....	45
1. Independent Variable (X).....	45
2. Dependent Variable (Y).....	46
D. Population, Sample, and Sampling Technique.....	46
1. Population of the Research.....	46
2. Sample of the Research.....	47
3. Sampling Technique.....	48
E. Data Collecting Technique.....	48
F. Instrument of the Research.....	49
G. Research Procedure.....	54
1. Planning.....	54
2. Application.....	55
3. Reporting.....	56
H. Scoring System.....	56
I. Validity.....	57
J. Reliability.....	60
K. Data Analysis.....	61
1. Fulfillment of the Assumption.....	61
a. Normality Test.....	61
b. Homogeneity Test.....	62
2. Hypothetical Test.....	63

CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research.....	64
1. Result of the Pre-test in the Experimental Class	64
2. Result of the Pre-test in the Control Class	65
3. Result of the Post-test in the Experimental Class	67
4. Result of the Post-test in the Control Class.....	68
B. Result of Data Analysis.....	70
1. Fulfillments of the Assumption	70
a. Result of Normality Test.....	70
b. Result of Homogeneity Test.....	71
2. Result of Hypothetical Test	72
C. Discussion	74

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	78
B. Suggestion	78
1. For the Teacher	78
2. For the Students.....	79
3. For the School	79
4. For the Next Researcher.....	79

REFERENCES	80
------------------	----

APPENDICES.....	85
-----------------	----

LIST OF TABLES

	Page
Table 1 The Students' Reading Descriptive Text Score of the First Semester at the Tenth Grade of SMAN 1 Bangunrejo Central Lampung	6
Table 2 Pretest and Posttest Design	44
Table 3 The Population at Tenth Grade of SMAN Bangunrejo Central Lampung	47
Table 4 The Specification of Pre-test and Post-test Items before Validity.....	50
Table 5 The Specification of Pre-test and Post-test Items after Validity	52
Table 6 Statistics of the Result of the Pre-test of X MIPA 2.....	65
Table 7 Statistics of the Result of the Pre-test of X MIPA 1.....	66
Table 8 Statistics of the Result of the Post-test of X MIPA 2	68
Table 9 Statistics of the Result of the Post-test of X MIPA 1	70
Ttable 10 The Result of Normality Test of Experimental and Control Class.....	71
Table 11 The Result of Homogeneity Test.....	72
Table 12 The Result of Independent Sample Test	73

LIST OF FIGURES

	Page
Figure 1	The Result of Pre-test of Experimental Class 64
Figure 2	The Result of Pre-test of Control Class..... 66
Figure 3	The Result of Post-test of Experimental Class 67
Figure 4	The Result of Post-test of Control Class 69



LIST OF APPENDICES

	Page
Appendix 1A Interview Guidline for English Teacher	85
Appendix 1B Teacher's Interview Transcript.....	86
Appendix 1C The Result of Interview	88
Appendix 2A The Questionnaire for the Students at SMAN 1 Bangunrejo Central Lampung	89
Appendix 2B The Result of Questionnaire by the Students at SMAN 1 Bangunrejo Central Lampung.....	90
Appendix 2C Percentage of Students' Questionnaire.....	91
Appendix 3 Validation Form for Reading Test	92
Appendix 4 The Pre-test Instrument.....	95
Appendix 5 Answer Key of Pre-test.....	103
Appendix 6 The Post-test Instrument.....	104
Appendix 7 Answer Key of Post-Test	112
Appendix 8 Syllabus.....	113
Appendix 9 Lesson Plan 1 (Experimental Class)	143
Appendix 10 Lesson Plan 2 (Experimental Class)	153
Appendix 11 Lesson Plan 3 (Experimental Class)	163
Appendix 12 Lesson Plan 1 (Control Class)	173
Appendix 13 Lesson Plan 2 (Control Class)	183
Appendix 14 Lesson Plan 3 (Control Class)	193
Appendix 15 List Sample of the Research.....	203
Appendix 16 Rekap Analisis Butir Soal Pre-test using Anates	204
Appendix 17 Rekap Analisis Butir Soal Post-test using Anates.....	206
Appendix 18A Reliability Test of Pre-test.....	208
Appendix 18B Reliability Test of Post-test	209
Appendix 19 The Score of Pre-test and Post-test of Experimental Class	210

Appendix 20	The Score of Pre-test and Post-test of Control Class	211
Appendix 21	The Result of Normality Test in the Experimental Class and the Control Class.....	212
Appendix 22	The Result of Homogeneity Test.....	213
Appendix 23	The Result of Hypothetical Test.....	214
Appendix 24	Documentation of the Research	215



CHAPTER I INTRODUCTION

A. Background of the Problem

Human is one of a creature who lives in this world. Human are also called as social creature. Therefore, they have to communicate with the others using a way or tool that is called language. Language is a tool that is used to communicate by the people in the world. Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently.¹ So, language is a special skill of each individual that developed without thinking, and their effort or encouragement from others. Every individual has a difference in their language development, depending on the capabilities of each individual. In other words, language that is used by someone will show their intelligently.

There are so many languages in the world. Allah states about the variety of language in surah Ar-Rum verse 22:

وَمِنْ ءَايَتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوُنُكُمُ إِنَّ فِي ذَلِكَ
لَآيَاتٍ لِّلْعَلَمِينَ ٢٢

¹H. Douglas Brown, *Principles of Language Learning and Teaching* (fifth edition), (San Francisco: Pearson Education, 2007), p.6

“And one of His signs is the creation of the heavens and the earth and the diversity of your tongues and colors; most surely there are signs in this for the learned.” (Ar-Rum: 22)²

In section above, Allah shows us the signs of His authority through differences of tongue. Tongue means a language. There are no people who have the same language in the world. It is influenced by the location. People who live in difference location have difference language. They are to cooperate with one another to complete the necessities in their life.

English is one of language in the world. English is an International language. International English is a concept of the English language as a global means of communication in numerous dialects, and also the movement towards as International standard for the language.³ So, studying English is needed by most people to communicate and to get information around the world.

In many countries in the world, English become a foreign language like in Indonesia. In Indonesia, English is a foreign language. English is one of important language that need to be learned by all of the students in formal school. Patel and Jain say that English is a key to the store house of the knowledge. The books on all branches of knowledge are written into English language.⁴ In addition, the students have to learned English so that they can develop their knowledge.

² A. Yusuf Ali, *The Holy Qur'an Text Translation and Commentary*, (Maryland: Amana Corp, 1983), p. 1056

³ M.F. Patel & Praveen M. Jain, *English Language Teaching (Methods, Tools, & Technique)*, (Jaipur : Sunrise Publisher & Distributors, 2008), p.6

⁴ *Ibid*, p. 9

English has four language skills: listening, speaking, reading, and writing. From those skills, reading is one of the skill that needs to be mastered by the learners because with reading, they will get information from a text. In other word, reading is a way that is used by the people to get information from a text. Harmer says that reading is useful for language acquisition. Provided that students more or less understand that they read, the better they get at it.⁵ It means that reading is an activity that should do by students to improve their language ability because when students read they have to know what they read. When they read and they understand the meaning of the text, they can get information needed, but if they do not understand it, so their activity is useless.

Brown states that integrated skill approach to language teaching emphasize the relationship of skill. Reading comprehension will be best developed in association with writing, listening and speaking activity.⁶ It means that reading is an important skill in English that can be developed other skills because if their reading skill is good, it will be easier to them to master other skills. Allah also states in surah Thaaha verse 114:

فَتَعَالَى اللَّهُ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَىٰ إِلَيْكَ وَحْيُهُ وَقُل رَّبِّ زِدْنِي عِلْمًا ۝ ١١٤

“Supremely exalted is therefore Allah, the King, the Truth, and do not make haste with the Quran before its revelation is made complete to you and say: O my Lord! Increase me in knowledge.” (Thaaha:114)⁷

⁵ Jeremy Harmer, *How to Teach English*. (Harlow: Pearson Longman, 2007), p. 99

⁶ *Ibid*, p. 206

⁷ A. Yusuf Ali, *The Holy Qur'an Text Translation and Commentary*, (Maryland: Amana Corp, 1983), p. 788

In section above, Allah command us to read qur'an slowly not hurried. So, we can get an information and knowledge from it (qur'an). Students not to be hurry in reading a text so they will get an information or knowledge from it. If we read the text well, we will be easier to write, listen and speak.

Students' reading skill will be good if the teacher has a good way in teaching reading. In teaching reading, the teacher has responsibility to make his/her teaching successful so he/she should use a good strategy in teaching reading. Therefore, he/she has to know the goal of his/her strategy that used. According to Elizabeth, teacher must be aware about the progress that students are making and adjust instructions to the changing abilities of students. It is also important to remember that the goal of reading is to understand the text and to be able to learn from them.⁸ In addition, teacher has to choose a suitable way in teaching reading for the students who have different abilities, so the teachers' teaching reading process will be success.

Reading process will be success if the students also have a good response in their learning process. According to Judith, for most people, learning is both an individual and a social process. Individual students see themselves as responsible for learning yet they recognize that other people have an influence on what they learn and the quality of the learning experience.⁹ So, the students are asked to understand about what they read and the teacher also has a responsibility to guide the students in

⁸ Elizabeth, S.Pang, *et.al*, *Teaching Reading*, (Chicago: The International Academy of Education, 1986), p.21

⁹ Judith Ireson, *Learners, Learning and Educational Activity*, (New York: Routledge, 2008), p.5

learning reading. Learning reading is difficult activity for some of students. Sometimes they find some problems in learning reading, because students' interest are still low in reading comprehension. In other word, they are lack of motivation from themselves. It also found at SMAN 1 Bangunrejo Central Lampung.

Based on the preliminary research by interviewing the English teacher at SMAN 1 Bangunrejo Central Lampung, Mrs. Nuryanti had problems in teaching reading comprehension. She said that students' pronunciation are still low. Students also do not master the vocabulary so they got difficulty to understand the meaning of the text that they read. Beside that, she said that in teaching reading comprehension, she used reading aloud. Mrs. Nuryanti said that most of the students lacks of their participation in reading class because they dislike English.

Beside interviewed the English teacher, the writer also giving questionnaire to all of students of the tenth grade of SMAN 1 Bangunrejo Central Lampung. Based on the result of the interview, it found that the students had some problems in learning reading comprehension. Most of students were dislike English especially in reading descriptive text. Then, they did not master the vocabulary. They also got difficulty to find a main idea from a descriptive text. Students said that teacher's method in teaching reading comprehension was bored. Consequently, their reading comprehension was still low especially in reading descriptive text and in general those problems influenced their achievement in reading comprehension. Most of them got reading descriptive text score below the criteria of minimum mastery (KKM), which is 75. It can be seen in Table 1:

Table 1
The Students' Reading Descriptive Text Score at the First
Semester of the Tenth Grade at SMAN 1 Bangunrejo Central Lampung
in Academic Year of 2017/2018

NO	CLASS	Score		TOTAL
		< 75	≥75	
1	X IPA 1	15	9	24
2	X IPA 2	18	10	28
3	X IPA 3	17	10	27
4	X IPA 4	16	9	25
5	X IPS 1	18	11	29
6	X IPS 2	18	11	29
7	X IPS 3	22	8	30
8	X IPS 4	20	10	30
Total		144	78	222
Percentage		65 %	35%	100%

Source: The data of SMAN 1 Bangunrejo Central Lampung

From Table 1, it can be seen that there are only 78 (35%) students who got scores over the criteria of minimum mastery (KKM), which is 75. On the other hand there are 144 (65%) students who got scores below the criteria of minimum mastery. In other words, the number of students who got scores below the criteria was bigger than those who got score above the criteria. Therefore, to solve those problems is needed, that is by using choral reading. It is a suitable strategy in teaching reading comprehension.

Choral reading is a reading strategy which can be implemented by the students as individuals or in groups. Paige says in his article that in whole-class-choral-reading (WCCR) all students read aloud from the same text, at the same time, in unison with the teacher. This makes choral reading a highly efficient instructional strategy

because all students practice reading at the same time.¹⁰ It means that choral reading is a good strategy to make students active participants in reading process. In addition, choral reading can make students develop their reading ability. In other words, choral reading is done to build students fluency that do with peer or group of students.

In a previous research conducted by Ayuningtyas, Suparman, and Sudirman on the Effect of Choral Reading Technique on Students' English Consonants Pronunciation at The Eight Grade of SMPN 1 Raman Utara, revealed there is a significant increase of the students' pronunciation through choral reading.¹¹ As it can be seen on their score in pretest of isolated words is 11.15 and in posttest is 15.5 with $p=0.00$. The students found difficult to pronounce /s/, /f/, /v/, and /w/ but after the treatment implementation, an improvement of students pronunciation seen from the increase of students score after post-test proves that choral reading made a better gain for students and decreased the amount of mistakes made.

In other previous research that conducted by Khairiah on the Effect of Choral Reading Strategy Towards Students' Reading Fluency at the Second Year Students of Islamic Junior High School Kuntu Regency of Kampar. Based on this research, in the control class, students' reading fluency taught without choral reading strategy classified into good category because there are 3 students and the percentage of this

¹⁰ David D. Paige, *Reading Fluency in the Middle and Secondary Grades* (International Electronic Journal of Elementary Education) Vol (1), (Louisville: Bellamine University, October 31st, 2014), p. 87.

¹¹ Rizki Amalia Ayuningtyas, Ujang Suparman, and Sudirman Sudirman, Thesis S1 Degree, *The Effect of Choral Reading Technique on Students' English Consonant Pronunciation*, (Raman Utara: 2013), p. 11-14

category is 11.5%. The students in good category are 23 students and the percentage of this category is 85%. Furthermore, in the experimental class there are 24 students in very good category and the percentage of this category is 92.3% and 2 students in good category and the percentage of this category is 7.7%. Meanwhile, there is no students in category low and enough and the percentage of these categories are 0%. So, it can be concluded that choral reading strategy is a good strategy to build students' reading fluency.¹²

Based on the explanations, there is a difference between those previous research and present research. The first previous research has been done in SMPN 1 Raman Utara used Choral Reading Technique on Students' English Consonant Pronunciation, and the second previous research has been done in Islamic Junior High School Kuntu Regency of Kampar used Choral Reading Strategy towards Students' Reading Fluency. Meanwhile, the present research will be conducted in SMAN 1 Bangunrejo Central Lampung used Choral Reading towards students' reading comprehension on the Descriptive Text. It can be concluded that choral reading is a suitable strategy to be implemented in SMAN 1 Bangunrejo Central Lampung.

Therefore, the writer proposes the use of Choral Reading as an alternative strategy that can be used for teaching English especially in teaching reading

¹² Wildatul Khairiah, Thesis S1 Degree, *The Effect of Choral Reading Strategy Towards Students' Reading Fluency at The Second Year Students of Islamic Junior High School Kuntu Regency of Kampar*. (Kampar: State Islamic of University of Sultan Syarif Kasim Riau Pekanbaru, 2012), p. 37-38. Access on http://repository.uin-suska.ac.id/9510/1/2012_2012491.pdf on April 13rd, 2017 at 08.13 a.m

comprehension. Finally, the writer entitled this research “The influence of using choral reading towards students’ reading comprehension on descriptive text at the first semester of the tenth grade of SMAN 1 Bangunrejo Central Lampung in the Academic Year 2017/2018”.

B. Identification of the Problems

Based on the background of the study mentioned, the researcher identifies the following problems :

1. The students’ reading comprehension were still low especially on Descriptive Text.
2. The students did not master the vocabularies.
3. The teacher’s strategy in teaching reading comprehension was boring.

C. Limitation of the Problems

Based on the background of the problem and the identification of the problems, the writer focused on the influence of using choral reading towards students’ reading comprehension on descriptive text (place, especially tourism place) at the first semester of the tenth grade at SMAN 1 Bangunrejo Central Lampung in the academic year of 2017/2018.

D. Formulation of the Problems

Based on the limitation of the problem, the writer would like to formulate the problem in the research in the following questions: “Is there any significant influence of using choral reading on descriptive text at the first semester of the tenth grade at SMAN 1 Bangunrejo Central Lampung in the academic year of 2017/2018?”.

E. Objective of the Research

The objective of this research to find out whether there is any significant influence of using choral reading towards students’ reading comprehension on descriptive text at the first semester of the tenth grade at SMAN 1 Bangunrejo Central Lampung in the academic year of 2017/2018.

F. Use of the Research

The results of this research are expected to give the theoretical and practical contribution.

1. For theoretical contribution, the results of this research are expected to give information to the English teacher at SMAN 1 Bangunrejo Central Lampung about the influence of using choral reading towards students’ reading comprehension.
2. For practical contribution, the results of this research were expected to make the students more active and easier to comprehend the text in learning English especially in reading descriptive text.

G. The Scope of the Research

The writer determined the scope of the research as follows:

1. Subject of the Research

The subject of the research was the students of the tenth grade students of SMAN1 Bangunrejo Central Lampung.

2. Object of the Research

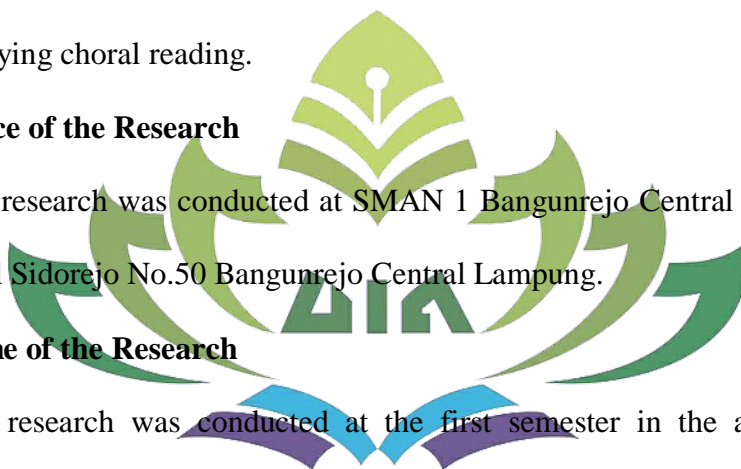
The object of the research was the process of teaching reading especially in applying choral reading.

3. Place of the Research

The research was conducted at SMAN 1 Bangunrejo Central Lampung located on Jl Sidorejo No.50 Bangunrejo Central Lampung.

4. Time of the Research

The research was conducted at the first semester in the academic year of 2017/2018.



CHAPTER II FRAME OF THEORY

A. Concept of Reading

Reading is the process of receiving and interpreting information encoded in language form via the medium of print.¹ Patel added that reading is an active process which consists of recognition and comprehension skill.² It means that reading is a process which done by the reader to comprehend and get the information from printed text so the reader can understand the writer means.

Reading is an interactive process that takes place between the text and the readers processing strategies and background knowledge.³ It means that reading is an important activity. By reading, students can get more information and know what the writers' mean from the text that they read.

There is another definition of reading. Reading is the construction of meaning from printed or written message. The construction of meaning involves the reader connecting information from the written message with the previous knowledge to arrive at meaning at an understanding.⁴ It means that reading is process to get

¹William Grabe, *Reading in a Second Language (Moving from Theory to Praticce)*, (Cambridge University Press: 2009), p.14

²M. F. Patel, Praveen M. Jain, *English Language Teaching (Methods, tools and Technique)*, (Jaipur : Sunrise, 2008), p. 114

³Kristin Lems, *Teaching Reading To English Language Learners*, (New York: London, 2010), p. 33

⁴Richards R. Day and Julian Bamford, *Extensive Reading in the Second Language Classroom*, (Cambridge : Cambridge University Press, 1998), p. 12

information or knowledge from the text and to understand the content of the material being read. Allah also states in surah Thaaha verse 114:

فَتَعَلَّى اللَّهُ الْمَلِكُ الْحَقَّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَىٰ إِلَيْكَ وَحْيُهُ وَقُل رَّبِّ زِدْنِي عِلْمًا ١١٤

“Supremely exalted is therefore Allah, the King, the Truth, and do not make haste with the Quran before its revelation is made complete to you and say: O my Lord! Increase me in knowledge.” (Thaaha:114)⁵

In section above, Allah command us to read qur'an slowly not hurried. So, we can get an information and knowledge from it (qur'an). Students not to be hurry in reading a text so they will get an information or knowledge from it. If we read the text well, we will be easier to write, listen and speak.

Based on those explanation, it can be concluded that reading is the readers activity in order to get information from printed text using eyes and brain to understand what the author thinks in his/her writing. Reading is very important skill for students. Reader's background knowledge of the world will influence their achievement in reading comprehension.

B. Types of Reading

⁵ A. Yusuf Ali, *The Holy Qur'an Text Tranlation and Commentary*, (Maryland: Amana Corp, 1983), p. 788

According to Nation, generally reading is divided into two types, they are intensive reading and extensive reading. The definition of each type is as follows:

1) Intensive Reading

Intensive study of reading text can be meant of increasing learners' knowledge of language features and their control of reading technique. The classic procedure for intensive reading is the grammar translation approach where the teacher works with the learners.⁶ It means that intensive reading is reading with accuracy to comprehend the text. It can be done with learners and teachers. Intensive reading usually involves translation and comprehension of the text. In other words, intensive reading uses translation to comprehend the text. Using translation to active that the learners understand about the text, it can make the process of comprehend easier. Intensive work on reading text can focus on aspects such as comprehension, regular and irregular sound-spelling relations, vocabulary, grammar, cohesion, information structure, genre features, and strategies.⁷

2) Extensive reading

Extensive reading is a form of learning from meaning – focused input. During extensive reading learners should be interested in what they are reading.⁸ It means that extensive reading is learning process with accuracy. While reading the text, the learners should be engaged with the text and focus

⁶ I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York :Routledge, 2009), p. 25

⁷ *Ibid*, p. 27

⁸ *Ibid*, p. 59

with the text which they read. The reader also should pay attention to get the meaning of the text. Day and Bamford state that characterise extensive reading is involving large quantity of varied, self selected, enjoyable reading at a reasonably fluent speed. Not all text for extensive reading need to be simplified texts as there are other ways of helping with the vocabulary load of extensive reading such as glossing, computer – assisted reading, elaboration.⁹

Based on those explanations, it can be concluded that intensive reading is a technique of reading to increasing their comprehension in understand language features (regular and irregular sound-spelling relations, vocabulary, grammar, cohesion, information structure, genre features, and strategies) from a text by using translation to make easier in understand the text. Furthermore, extensive reading is a process of reading text with accuracy. The reader should choose a text that they interested in it, so they must focus just in the text to get the meaning and comprehend the text well. In other word, in extensive reading, the reader has to choose an interesting text.

C. Concept of Reading Comprehension

⁹Richard R. Day and Julian Bamford, *Loc.cit*

Comprehension is the centre of reading.¹⁰ According to Caldwell, comprehension is the ability to understand completely and be familiar with a situation and fact. Comprehension is not a single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognizing of individuals words by using memory and knowledge of letters and sounds patterns, matching the resulting pronunciation to meaning, and finally connect these words into idea units.¹¹ It means that comprehension is ability of someone to make sense of the context base on what he or she reads or hears. It is way in which someone interprets the text.

According to Grabe and Stoller reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemly effortless and enjoyable activity for fluent readers.¹² Reading comprehension means that the reading gets new information and understands what they not understood yet, after they read.

The comprehension skills categories are cumulative, in that one is built on the other. Based on the language assessment theory of Brown, especially in reading, there are some criteria are commonly used in measuring students' Reading Comprehension ability, they are:

1. Main idea (topic)

¹⁰Karen Tankersley, *Treads of Reading : Strategy for Literacy Development*, (New York : Library of Congress Cataloging in Publication Data, 2003), p. 90

¹¹Jo Anne Schudt Caldwell, *Comprehension Assessment A Classroom Guide*, (New York : The Guildford Press, 2008), p. 5

¹²William Grabe, *Reading in A Second Language*, (New York : Cambridge University Press, 2009), p. 17

2. Expressions/idiom/phrases in context
3. Inference (implied detail)
4. Grammatical features
5. Detail (scanning for a specifically stated detail)
6. Excluding facts not written (unstated detail)
7. Supporting ideas
8. Vocabulary in context.¹³

Based on those criterias, it has differences in each criterias as follows:

Borobudur Temple

Borobudur is the biggest Buddhist temple in the ninth century measuring 123 x 123 meters. It is located at Magelang, 90-km southeast of Semarang, or 42-km northwest of Yogyakarta. Borobudur temple is the one of the best-preserved ancient monument in Indonesia that are most frequently visited by over a million domestic as well as foreign visitors. It also had been acclaimed by the world as a cultural heritage main kind. The architectural style has no equal through out the world. It was completed centuries before Angkor Wat in Kamboja.

Borobudur is one of the world's most famous temples; it stands majestically on a hilltop overlooking lush green fields and distant hills. Borobudur is built of gray andesite stone. It rises to seven terraces, each smaller than the one below it. The top is the Great Stupa, standing 40 meters above the ground. The walls of the Borobudur are sculptured in bas-reliefs extending over a total length of six kilometers. It has been hailed as the largest and most complete ensemble of Buddhist relieves in the world, unsurpassed in artistic merit and each scene an individual masterpiece.

The visitors have the option of going by taxi or public bus to reach this temple. Public transportation is available from the bus terminal. From that point visitors can hire becaks or horse carts, or walk the rest of the way to the monument. A large parking area is available not far from the monument, so private cars and buses can park in this area.

Adapted from :<http://www.kuliahbahasainggris.com/contoh-descriptive-text-tentang-tempat-about-place-danau-toba-dan-candi-borobudur-beserta-artinya/>

¹³ H Douglas Brown, *Language Assessment Principle and Classroom Practices*, (San Fransico: Pearson Longman, 2003), p. 206

Main idea is an idea/notion that the subject of paragraph development. The main idea is contained in the main sentence. For example, from the text main idea in the first paragraph is “Borobudur is the biggest Buddhist Temple in the ninth century”.

Then, the expression/ idiom/ phrase in context. Expression is the act of saying what you think or showing how you feel using words or action. For example, angry, sad, happy, disappointed, and others.

Idiom is a word or phrase which means something different from its literal meaning. For example there is no room to swing a cat, it means that there is not a lot of space. Phrase is a group of two or more words that express a single idea but do not usually form a complete sentence. For example, from the text the phrase is “The architectural style”.

Inference is same as a conclusion or implied detail of the text. For example, from the second paragraph of the text, it can be conclude that “Borobudur is one of the most famous temple that has Great Stupa, the walls that extending over until six kilometers, and it has been hailed as the largest and most complete ensemble of Buddhist relieves in the world”.

Grammatical feature is about the grammar of the text likes the kind of the text or the tense that used in the text. The descriptive text uses simple present tense because it uses verb₁. For example, “Borobudur is the biggest Buddhist temple in the ninth century measuring 123 x 123 meters”.

Next, detail (scanning for a specifically stated detail). Detail is a small part of something. For example, “It is located at Magelang, 90-km southeast of Semarang, or 42-km northwest of Yogyakarta”.

Excluding facts not written (unstated detail) is the facts or details that are not written on the text. For example, the excluding fact not written on the last paragraph of the text is “Borobudur Temple is a strategies place to be visited by visitors”.

Supporting idea is a sentence that supports the main idea. For example, supporting idea on the first paragraph is “Borobudur temple is the one of the best-preserved ancient monument in Indonesia that are most frequently visited by over a million domestic as well as foreign visitors”.

The last criteria is vocabulary in context. Vocabulary is all about the words-word in a language or a special set of words you are trying to learn. For example, from the text in second paragraph first line, there is word “famous”. Famous has some meaning such as familiar, well-known, or fame. In other example, in the first paragraph second line, there is a sentence “it is located at Magelang, 90-km southeast of Semarang, or 42-km northwest of Yogyakarta”. The word “it” refers to Borobudur temple.

In addition, reading comprehension means the students must read the text and interest the printed on written symbols with his cognitive skill and his knowledge of the world. It means that reading is no simply making sound of the text, but it is about comprehending the idea of the text itself.

Based on all statements, the researcher concludes that reading comprehension is interaction process between the reader and the text to comprehend the words, to relate the words with the target language and understands the purpose of the text. Beside that, the reader also must be understand about all of the criteria in reading comprehension likes main idea, expression/idiom/phrase, inference, grammatical features, detail, excluding fact not written, supporting idea, and vocabulary.

D. Concept of Teaching Reading Comprehension

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.¹⁴ It means that, teaching is a process for the learners to gain information from their learning activity. In teaching process, the teacher should facilitate and make the learning process more interesting to make the learners comfortable in the learning process.

Teaching reading is useful for other purposes. Any exposure to English (provided students understand it more or less) is a good things for English students.¹⁵ In other words, teaching reading can make the students understand the text. Teaching reading activity is important for the students. They can understand for what they read and how to read. During teaching reading process, we must pay attention about the principles of teaching reading. Teaching reading can provide students with many

¹⁴H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco: Pearson Education, 2000), p.7

¹⁵H. Douglas Brown, *Op.cit*, p.68

opportunities to study language, such as vocabulary, grammar, punctuation, and the way we construct sentences, paragraph and texts.

Teacher has some principles in teaching reading. The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are stated that:

- a. Reading is not passive skill
- b. Students need to be engaged with what they are reading
- c. Student should to be encouraged to respond to the content of a reading text, not just to the language
- d. Prediction is major factor in reading
- e. Match the task to the topic
- f. Good teacher exploit reading texts to the full.¹⁶

Based on those explanations, it means that teaching reading is not passive activity. Students must enjoy during reading process. As we know the advantages of reading is to give the students knowledge that they never know before. Teaching reading needs more than only reading a text, we must pay attention how to teach reading text to our students. In teaching reading, students and teacher can be a partner to make the teaching procces more effective.

¹⁶*Ibid*, p. 70

E. Concept Genre of Text

In general, text is an article we often read. We know that human beings from other creatures. We live in a world of words. When these words are put together to communicate a meaning, a piece of text is created. They will think to express their expression. We can say that human need to express their own in many ways that can be understood by others. Human can use a text as one of the ways to express their own. It means that when we use language to write, we are creating and constructing a text. When we read, we are interpreting texts. Moreover, when we talk and listen, we are also creating and interpreting texts.

According to Duke and Gates, genre is a form of text that uses a particular format and structure.¹⁷ For many people, it is intuitively attractive concept that helps to organize the common-sense labels we use to categorize texts and the situations in which they occur.

Based on the explanation, we can know that genre is type or kind of text, defined in terms of its social purpose also the level of context dealing with social purpose. By using genre, we can construct appropriate texts that can be understood clearly by others.

¹⁷Nell K. Duke and Victoria Purcell Gates, *Genre at Home and at School : Bridging the know to the new*, Journal of International Reading Association, Vol 57 (1), p. 30, access on <http://edc425uri.wikispaces.com/file/view/Duke+Purcell+Gates+2003+Bridging+Texts.pdf> on tuesday, September 26th, 2017 at 20:25 p.m

Based on School –Based Curriculum, many text are taught in senior high school. They are procedure, descriptive, recount, narrative, report, new item, analytical exposition, hortatory exposition, discussion, review, and public speaking. Each genre has specific language features. According to Gerrot and Wignel, there are kinds of genre :

1) Spoof

Spoof is genre which has social function to retell an event with humorous twist.

2) Recount

Recount is genre which has social function to retell event for the purpose of informing or entertaining.

3) Report

Report is a genre which has social function to describe the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment.

4) Analytical Exposition

Analytical Exposition is a genre which has social function to persuade the reader or listener that something is the case.

5) News Item

News item is a genre which has social function to inform the readers, listeners, or viewer about events of the day which are considered newsworthy or important.

6) Anecdote

Anecdote is a genre which has social function to share with others an account of an unusual or amusing incident.

7) Narrative

Narrative is a genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways: narrative deal with problematic events which lead to a crisis or turning point of some kinds, which in turn find a resolution.

8) Procedure

Procedure is a genre which has social function to describe how something is accomplished through a sequence of actions or steps.

9) Descriptive

Descriptive is a genre which has social function to describe a particular person, place, or thing.

10) Hortatory Exposition

Hortatory Exposition is a genre which has social function to persuade the reader or listener that something should or should not be the case.

11) Explanation

Explanation is a genre which has social function to explain the processes involved in the formation of workings of natural or social cultural phenomenon.

12) Discussion

Discussion is a genre which has social function to present (at least) two points of view about issue.

13) Review

Review is a genre which has social function to critique an art work or event for a public audience.¹⁸

Based on the syllabus that has been given by English teacher of the tenth grade of SMAN 1 Bangunrejo Central Lampung, the researcher will focus on one text that is descriptive text. Descriptive text can be found everyday. It can be from newspaper, magazine, or book. Descriptive is easy to find and it gives students information about something, person, or place. By using descriptive text, the students are hoped can comprehend the reading activity easily.

F. Concept of Descriptive Text

1. Definition of Descriptive Text

According to Wilbur, descriptive writing is to create picture or impression of person, place, or object.¹⁹ It means that descriptive is a text that creates about person, place or thing to give information. Gerot states that the social function of descriptive

¹⁸Linda Gerot and Peter Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook*, (Gred Stabler AEE : Australia, 1998), p. 192

¹⁹Diane A. Wilbur, *Composition: Models and Exercises*, (New York: Harcourt, Brace & World, Inc, 1996), p. 41

test is to describe a particular person, place or thing²⁰. It means that descriptive text is a text that describes about particular person, place or thing specifically.

Descriptive text is a text, which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text stretch out many information about certain people, things, and place clearly and detail. It means that descriptive text is a text which describes about person, thing, or place with a purpose to give information that needed clearly.

2. Generic Structure of Descriptive Text

Generic structure of descriptive text as follows:

a. Identification

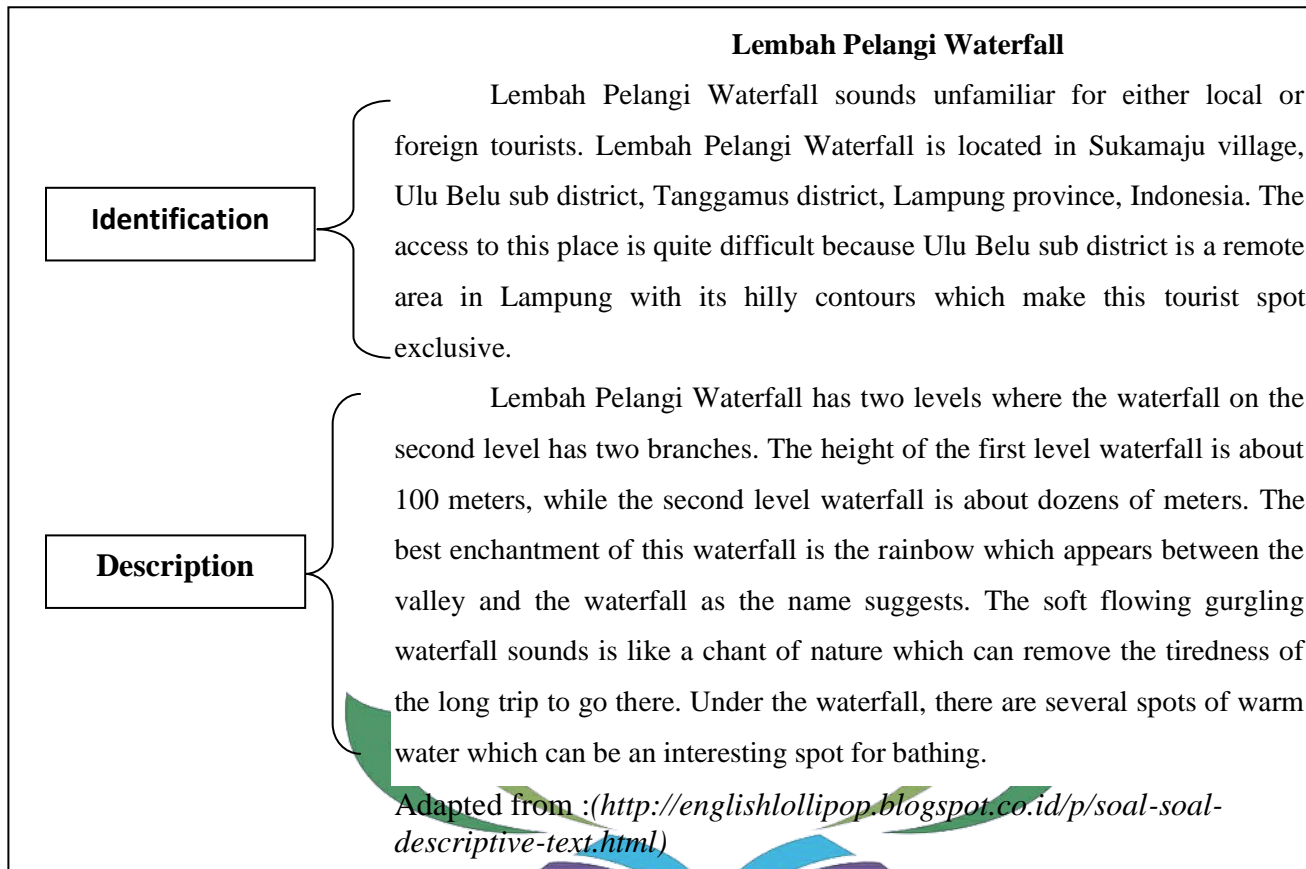
In this part introduces to the subject of the description.

b. Description

In this part gives detail of the characteristic features of the subjec. It may describe parts, qualities, characteristics, size, physical apperance, ability, habit daily life, etc.

²⁰Linda Gerot, *Op.Cit*, p.192

3. The Example of Generic Structure of Descriptive Text



4. Grammatical Feature of Descriptive Text

- a. Focus on specific participants. It means that descriptive text just focus on one object that will be described. For example, descriptive text about place, especially tourism place about Museum Lampung. So, the text contains just about Museum Lampung.
- b. Use attributive and identifying processes. Attributive of the position or use an adjective, noun, or phrase before a noun. For example, “The beautiful dress is mine” (word “beautiful” is an adjective that explains dress as a noun. Meanwhile, identifying process is a process of identify about an object that will

be described, is like a history of an object, or what an object is. For example, “Borobudur is one of the world’s most famous temples; it stands majestically on a hilltop overlooking lush green fields and distant hills. Borobudur is built of gray andesite stone. It rises to seven terraces, each smaller than the one below it. The top is the Great Stupa, standing 40 meters above the ground.”

- c. Frequent use of epithets and classifier in nominal group. For example, Nederland is called as state of waterwheel, Japan is called as state of sun rise, and America is called as state of Adidaya.
- d. Use of simple present tense. For example, Indonesia is one of a century that has many ethnic, religion, language, and culture.

5. Characteristics of Descriptive Text

A descriptive text serves only to describe an object. There are some characteristics about descriptive text. The following characteristics text such as :

- a. Using of figures of speech (see, hear, taste, smell, touch). In this way the description will appear alive and interesting. For example, “LembahPelangi Waterfall has two levels where the waterfall on the second level has two branches”.
- b. Using vivid pictures is to make the description clear and realistic. For example, descriptive text about Eifel Tower. It must using the picture of Eifel Tower, so the reader will be interested in reading the text.

- c. Using variety of words. It means that use of variety of adjectives, nouns, adverbs, phrases to suggest colors, movements, expressions and feeling. For example it can be seen in the sentence “The best enchantment of this waterfall is the rainbow which appears between the valley and the waterfall as the name suggests”. Word “rainbow” shows the color of the waterfall.
- d. Using any details. If anyone want to describe an object. They should not describe just its physical features but also its habit, its characteristics and its relationship. For example, “I have a classmate. Her name is Rosel. She has a slanting eyes, small body, flat nose, and white skin. She always uses hijab to go to campus.”
- e. Using the simple present tense. For example “I get up at 05.00” and “A fish lives in the water”. From these sentences, it shows an activity and the true fact.
- f. Using adjective to describe the feature of the subject.²¹ For example, “Borobudur is the biggest Buddhist temple in the ninth century measuring 123 x 123 meters. Word “biggest” is an adjective that describe the Borobudur temple.

²¹Sofiana Zahara, *The Effectiveness of Teaching Descriptive Text Using Picture Media on Students Ability* (Thesis S1 Degree), Jakarta :Syarif Hidayatullah State Islamic University, 2014. p. 17. Access in <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/27951/1/SOFIANA%20%20ZAHARA-FITK.pdf> on April 17th, 2017 at 16:44 p.m

G. Concept of Choral Reading

1. Definition of Choral Reading

Choral reading is one of a good strategy that can be implemented by the students as individual or in group. Paige says, in whole-class-choral-reading (WCRR) all students read aloud from the same text, at the same time, in unison with the teacher.²² It means that choral reading is an activity when the students and the teacher read aloud together from a same text at the same time.

Choral reading involves students reading together with a fluent reader. It is an instructional strategy for incorporating fluency training into the general education setting.²³ In choral reading, or unison, reading students read along as a group with you (or another fluent adult reader). Of course, to do so, students must be able to see the same text that you are reading.²⁴ It means that in choral reading, the teacher will be a fluent reader and then the students will read a text by imitating the teacher. Because of that, the teacher must be a good fluent reader to the students.

Rasinski in Khairiah says that choral reading provides a model of fluent reading for students as they listen to sound, stress, duration, and pitch from the fluent reader.

²²David D. Paige, *Reading Fluency in the Middle and Secondary Grades* (International Electronic Journal of Elementary Education) Vol (1),(Louisville:Bellamine University, October 31st, 2014), p. 87. Access in http://www.iejee.com/index/makale_indir/119/reading-fluency-in-the-middle-and-secondary-grades on April 17th, 2017 at 17:44 p.m

²³Wildatul Khairiah, *The Effect of Choral Reading Strategy Toward Students' Reading Fluency at The Seocond Year Students of Islamic Junior High School Kuntu Regency of Kampar* (S1 Thesis, State Islamic University of Sultan Syarif Kasim Riau Pekanbaru, 2012), p.12. Access in http://repository.uin-suska.ac.id/9510/1/2012_2012491.pdf on April 13rd, 2017 at 08.13 a.m

²⁴Bonnie B. Armbruster, *et.al.*, *Put Reading First: Kindergarten through Grade 3* (3rd Ed),(New York: National Institute for Literacy, 2000), p.24

This strategy is cost effective and easy to implement in any classroom.²⁵ It means that choral reading is a strategy that can be implemented by the teacher to the students about how to read a text well, with good sound, stress, and duration is like a teacher show.

Choral reading commonly used to build reading fluency, but it also related with reading comprehension. Pang says that fluency is important because is is closely related to comprehension.²⁶ Armbuster added that fluency is important because it provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means. In other words, fluent readers recognize words and comprehend at the same time.²⁷ In addition, the writer concludes that choral reading can be used to build students' reading comprehension.

2. Procedure of Teaching Reading Using Choral Reading

Choral reading is a strategy that can be adapted in any grade level, for children or teenager. Based on the previous research that conducted by Khairiah on the Effect of Choral Reading Strategy Towards Students' Fluency at the Second Year Students of Islamic Junior High School Kuntu Regency of Kampar. She used the some instructional steps in applying Choral Reading. In addition, in this research, the researcher also uses those steps in teaching reading using chora reading.

²⁵Wildatul Khairiah, *Op.Cit*,p.13

²⁶Elizabeth S.Pang *et.al*,*Teaching Reading*, (Chicago: The International Academy of Education, 1986), p.11

²⁷Bonnie B. Armbuster, *et.al*,*Op.Cit*, p.19

There are four instructional steps in teaching reading using choral reading:

- a. The teacher gives copy of the text to all of students.
- b. The teacher reads the text aloud-first by herself/himself as a modal fluent reading and students follow along in the text.
- c. The teacher rereads the same text and invites the students to join in reading.
- d. The teacher and students continue to read the same text several times (three to five times) until students are able to read the text independently.²⁸

From those steps, writer also use all of those steps in teaching reading comprehension using choral reading and adds two steps as follows :

- a. The teacher will make a group of students that consists of four or five students.
- b. The teacher asks each group to read one paragraph. Then, the teacher gives some question to the students about the text such as main idea, grammar, and others.

Furthermore, based on those steps the writer arranges such as follows:

- a. The teacher will make a group of students that consists of four or five students.
- b. The teacher gives copy of the text to all of students.
- c. The teacher reads the text aloud-first by herself/himself as a modal fluent reading and students follow along in the text.
- d. The teacher rereads the same text and invites the students to join in reading.

²⁸Bonnie B. Armbuster, *Loc. Cit.*

- e. The teacher asks each group to read one paragraph. Then, the teacher gives some question to the students about the text such as main idea, grammar, and others.
- f. The teacher and students continue to read the same text several times (three to five times) until students are able to read the text independently.

3. Advantages and Disadvantages of Choral Reading

There are some advantages and disadvantages of choral reading. The advantages of choral reading are as follows :

- a. This strategy can be adapted to use at any grade level.
- b. More fluent readers provide support for less fluent readers.
- c. Allows less fluent readers to achieve success, even on difficult passages.
- d. Less fluent readers can participate without embarrassment as they read aloud in group.²⁹

Based on the explanation above, choral reading is a useful strategy in teaching reading comprehension. It can build students' reading fluency, comprehension, and motivated less fluent readers.

Furthermore, there are also disadvantages of choral reading are as follows:

- a. May leave some students out or left behind.
- b. Students who do not like to read aloud can develop a dislike for reading and become anxious.³⁰

²⁹Wildatul Khairiah, *Op.Cit*, p. 14

Although choral reading is a good strategy in teaching reading comprehension, but it can make some students out or left behind and can develop a dislike for reading. So, to solve the problem teacher must give more attention to all of the students not focus just on one or some students, but all of them. Teacher has to know about background knowledge of every student, so when there is any student who has dislike for reading, teacher can give more motivation to them.

4. Teaching Reading Comprehension on Descriptive Text Using Choral Reading

According to Anderson and Anderson that descriptive or description describes a particular person, place, or thing. Its purpose is to tell about the subject by describing its features without including personal opinions.³¹ It means that descriptive text is a kind of text that describes particular person, place, or thing to give information about the subject to the reader.

In teaching reading comprehension on descriptive text using choral reading, students will read a descriptive text about tourism place together. Before reading, teacher will make a group that consist four or five students. Teacher will choose a sort text and read the text as a fluent reader. Then, the students join in and read the text together. Each group will read one paragraph. The teacher and the students read the same text at several times until students are able to read the text independently.

³⁰ Gail. E. Tompkins, *Literacy in The Early Grades*, [Online Version, Retrieve from <https://padlet.com/keschlosser1s/pvb4t3xr3whl> on 7th February, 2017 at 08.17a.m]

³¹ Mark Anderson and Kathy Anderson, *Text Types in English 3*, (Australia:Macmillan Education Australia Pty Ltd, 1998), p.26

The teacher will stop in particular sentence and give some question to the students. Students can also ask to the teacher if they found a difficulty word, meaning, or other. It will be continuously.

Based on Brown's theory, especially in reading, there are some criteria are commonly used in measuring students' reading comprehension, they are:

1. Main idea/topic sentence
2. Expressions, idiom, phrases in context
3. Inference (implied detail)
4. Grammatical features (reference)
5. Detail (scanning for a specifically stated detail)
6. Excluding facts not written (unstated details)
7. Supporting detail
8. Vocabulary in context.³²

Based on those explanations, there are eight criteria that used in reading comprehension. So, reading comprehension in this study is defined as the process of getting message from the author written text. The message can be an idea, expression/idiom/phrase, inference (implied detail), grammatical feature, detail, excluding facts not written, supporting idea, or vocabulary in context.

³² H. Douglas Brown, *Op.Cit.* p. 206

H. Concept of Read Aloud

1. Definition of Read Aloud

According to Tarigan, reading aloud is an activity which is a tool for teachers, students, or the reader together with another person or listener to capture and understand information, thoughts, and feelings of an author.³³ It means that reading aloud is an activity or a tool for the teachers, students or the readers in the understand information from the text.

According to Nation, reading aloud is a useful activity to practice accurate decoding and it is a useful activity in its own right people gain pleasure from listening to stories and talks and from reading stories to others.³⁴ It means that reading aloud is useful activity for the reader and the listener in the listening the text and can increase the comprehension in the reading.

According to Rasmini and Juanda, reading aloud is an activity to improve reading skill and listening.³⁵ It means that by reading aloud, the students in the class will pay attention to the reading material so that they can understand and comprehend the information from the text.

³³ H.G. Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung :Angkasa. 1985. p. 22

³⁴ I.S.P. Nation, *Op.Cit.* p. 68

³⁵ Novi Rasmini and Dadan Juanda, *Pendidikan Bahasa dan Sastra di Kelas Tinggi*, (Bandung: UPI Press. 2007), p. 82

According to Richards and Schmidt, reading aloud is saying a written text aloud.³⁶ It means that reading aloud is reading text with aloud and the other people around us can listen what we read. In teaching by using read aloud, students read the text individually.

Based on those theories, the writer concludes that reading aloud is an activity and a tool for the teachers, students and the readers, when they read. Where, when we read the text the other people around us can listen what we read. In the other hand, reading aloud enables learner to develop the skill of reading very well by speaking or expressing ideas, makes reading very enjoyable, improve listening skill, enriches vocabulary, improve reading comprehension, and the important is growing interest in reading to the students.

2. Procedure of Teaching Reading Using Read Aloud

Reading aloud is one of a strategy that can be implemented in teaching reading comprehension. It can help student to develop their skill in reading. In teaching reading, there are several steps in teaching reading by using reading aloud are as follows:

- a. Choose a text is sufficiently interesting to read aloud. Limit yourself to a selection that is less than five hundred words.
- b. Introduce the text to the participants, highlighting key points or issues to be raised.

³⁶ Jack C. Richards and Richards Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (London : Longman Pearson Education, 2010), p. 483

- c. Section of the text by paragraphs or some other means. Invite volunteers to read aloud different sections.
- d. As the reading progresses, stop when appropriate to emphasize certain points, raise or entertain questions, or give examples. Allow brief discussion if participants show an interest in certain points. Then proceed with the reading.³⁷

Based on the explanation, it can be concluded that reading aloud is a suitable strategy that can be implemented in teaching reading comprehension. The writer used those steps without add or miss of one of those steps because it was suitable with condition of the control class.

3. **Advantages and Disadvantage of Read Aloud**

There are some advantages of reading aloud as follows:

- a. It enables learner to develop the skill of reading very well by speaking or expressing ideas.
- b. It enables learner to develop the skill of pronounce very well.
- c. It makes reading very enjoyable while teacher uses reinforcement during reading.
- d. Language learning is a kind of imitation. When teacher says anything or read any text, the learner also tries to imitate that. So, teacher should have innovative ideas so that it can make this activity very affective.

³⁷Melvin L. Silberman, *Active Learning 101 Cara Belajar Siswa Aktif*, (Bandung: Nuansa, 2011), p. 152

Beside the advantages of Read Aloud, there are some disadvantages of Read Aloud are as follows:

- a. Over crowded class is very big problem. The teacher cannot provide sufficient opportunities to all students.
- b. At earlier stage reading aloud is very necessary. If enough training of reading aloud is not given at primary level, it will be difficult to read aloud at secondary stage.
- c. Only bright and intelligent students learn to read aloud very well because they get chance frequently while average/students hardly get the chance of reading. So they become the passive learners.
- d. Reading aloud takes more time so it is consuming. All students cannot read at a time so managing classroom becomes impossible.³⁸

From these disadvantages, it can be concluded that read aloud take more time so it make teacher difficult to manage and cover the class. To solve the problem, teacher can share the students in class into 2 group. One group as reader who should read a text individually by turn randomly, and last one as listener who should listen when other students read a text and then answer the qeuestion from the teacher. It can be changed in next meeting, the group of reader will be listener and the group of listener will be reader. Then teacher has to make section to each students, for example a student read two or three sentence not a paragraph. So, all of students can get their turn to read the text. It can make more efficient, teacher can be easier to manage and

³⁸ M. F. Patel, Praveen M. Jain, *Op.Cit*, p.122

cover the class, and not only an intelligent students learn to read aloud well but also less intelligent student.

4. Teaching Reading Comprehension on Descriptive Text Using Read Aloud

Descriptive text is one the text that describes about particular subject about person, place, or things. Read aloud is one of a strategy that can be implemented in teaching reading comprehension. It can help students to develop their skill in reading.

Teacher chooses a descriptive text about tourism place which less than five hundred words to read aloud. Teacher will introduce the key points or issue of the text. Teacher asks some students to read aloud the text in different part. Teacher will stop in appropriate certain point to give question, or give an example. Students are given a time to discuss with others about an interest point of the text. The questions are given based on Brown theory, there are eight criterias in reading comprehension likes main idea, expression/idiom/phrase, inference, grammatical feature, detail, excluding fact not written, supporting idea, and vocabulary in context.³⁹

This strategy can make students active in reading process and can make them interest in reading descriptive text about tourism place. So, students can find a message from the author written text.

³⁹ H. Douglas Brown, *Op.Cit*, p. 206

I. Frame of Thinking

Today, most of the students in many high schools who are not able to understand reading text. In other word, their reading comprehension was still low. In reading, to comprehend the text the readers should be able to manage every part of the text, because it is easy to gain the comprehension in reading when the readers are able to organize the text. By using choral reading, the students will be confident when the read a text together, active when they can understand the meaning of text and enjoyable when they read a fun story.

In teaching by using choral reading, students make a group that consist four or five students. Then the teacher gives a piece of descriptive text about tourism place to each group. The teacher will be a fluent reader first, then the students can join in and read the text in unison. The students read the text in several times until students are able to read the text independently. In a part time, the teacher will ask students to stop in reading text and then, the teacher will give some question about the text such as about main idea, supporting details, and others. Choral reading can develop students' skill especially in reading. It is more interesting than read aloud because it does in group and students read the text together with the teacher.

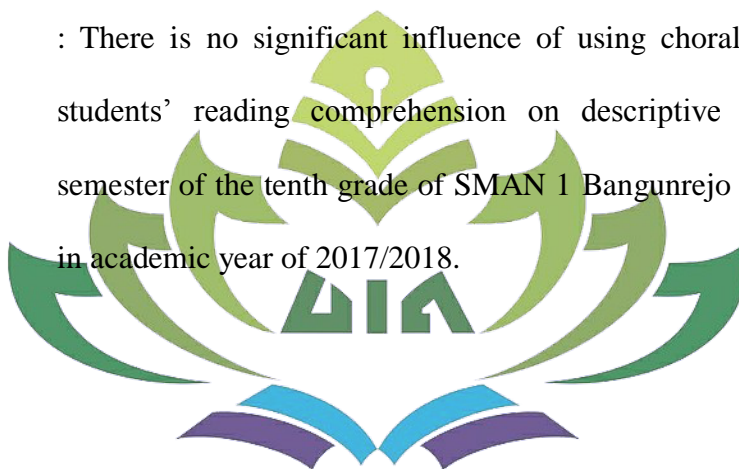
Concerning with the previous explanation, the writer assumed that the choral reading can help teacher and the students in teaching learning process. It can be an alternative strategy for teaching learning since it was expected to make the students interested and enjoyable in learning English particularly in reading.

J. Hypotheses

Based on the theories and frame of thinking, the writer proposed the hypotheses as follows:

H_a : There is a significant influence of using choral reading towards students' reading comprehension on descriptive text at the first semester of the tenth grade of SMAN 1 Bangunrejo Central Lampung in academic year of 2017/2018.

H_o : There is no significant influence of using choral reading towards students' reading comprehension on descriptive text at the first semester of the tenth grade of SMAN 1 Bangunrejo Central Lampung in academic year of 2017/2018.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

This research used quantitative research. In the quantitative research, writer applied quasi experimental design because it is a kind of experimental research design that suitable to this research. Quasi experimental design is a research design that includes assignment, but not random assignment of participants to group. This is because the experimenter cannot artificially create groups for the experiment.¹ It means that we do not have the opportunity for random assignment of students to special groups in different conditions. Furthermore, Merten states that in quasi experimental design, these students could not be randomly assigned as individuals to treatments because of the students' schedules.²

Quasi experimental includes assignment, but not random assignment of participants to group, so, the writer selected two classes, one was the experimental class and the other one was the control class. The research design could be presented in Table 2.

¹ John W. Creswell, *Educational Research; Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson, 2012), p. 309 .

² Dona M. Merten, *Research and Evaluation Methods in Special Education* (California: Corwin Press, 2004), p. 57 .

Table 2
Pre-test and Post-test Design

Select Control Class	Pretest	Treatment by Read Aloud	Posttest
Select Experimental Class	Pretest	Treatment by Choral Reading	Posttest

Based on Table 2, the writer selected two classes randomly, one class as a control class and last one as experimental class. Then, students were given the pre-test to know their reading comprehension in descriptive text about tourism place before treatment. After that, the writer applied a treatment in each class, Read Aloud in control class and Choral Reading in Experimental class. After treatment, the students were given a post-test to know whether any influence in students' reading comprehension.

B. Variables of the Research

According to Nunan, a great deal of research is carried out in order to explore the strength of relationships between variables. A variable, as the term itself suggests, is anything which does not remain constant. It may differ among individuals and change overtime.³ It means that variable is a variation object of the study. Variable is the object of research or something that become the concern of research.

³ David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1992), p. 24-25

There were two variables of this research, they were independent variable and dependent variable as follows:

- 1) Independent variable is Choral Reading (X).

Independent variable is the major variable which investigated. It is variable that is selected, manipulated and measure in the research. So, independent variable of this research was choral reading because the writer used choral reading in teaching reading comprehension.

- 2) Dependent variable is the students' reading comprehension on descriptive text (Y).

Dependent variable is a variable which is observe and measure to determine the effect of the independent variable. So, dependent variable of this research was students' reading comprehension because the writer wants to know the influence of using choral reading toward students' reading comprehension.

C. Operational Definition of Variable

The operational definition of variable is used to explain the variables that will be used in this research to avoid misconception of variables presented in this research. The operational definitions of variables in this research are as follows:

1. Independent Variable (X)

Choral Reading is an instructional strategy incorporating fluency which involves students reading together with a fluent reader at the same text in a same time.

2. **Dependent Variable (Y)**

Students' reading comprehension on descriptive text is students' ability to get meaning and comprehend the descriptive text (tourism place) in order the student are able to answer and understand the reading question forms and the criteria commonly used to measure reading comprehension such as the main idea of the text, expression/idiom/phrase in context, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea and vocabulary of the text.

D. Population, Sample and Sampling Technique

1. Population of the Research

According to Ary, *et.al.*, the larger group about which the generalization is made is called a population. A population is defined as all members of any well-defined class of people, events, or objects.⁴ It means that the population is the group of interest to the writer, the group to which she or he will like the result of the study be generalized.

As the result, the population of this research was all of students at the first semester of the tenth grade of SMAN 1 Bangunrejo Central Lampung, which total number of population is 241 students, which consist of 8 classes. It can be seen on the Table 3 :

⁴ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, (Eight Edition), *Introduction to Research in Education*, (Belmonth: Wadsworth, 2006), p. 301

Table 3
Population of the Students at the First Semester of the Tenth Grade at
SMAN 1 Bangunrejo Central Lampung

No	Class	Gender		Number of The Students
		Male	Female	
1	X IPA 1	11	13	24
2	X IPA 2	12	16	28
3	X IPA 3	12	15	27
4	X IPA 4	10	15	25
5	X IPS 1	10	19	29
6	X IPS 2	11	18	29
7	X IPS 3	10	20	30
8	X IPS 4	10	20	30
Total		86	136	222

2. Sample of the Research

Sample is part of amount and characteristic which have by population.⁵ It means that sample is a little of population. According to Fraenkel, a sample is any part of a population of individuals from whom information is obtained. It may, for a variety of reasons, be different from the sample originally selected.⁶ It can be concluded that sample is a part of population. The sample of this research was two classes of first semester at the tenth grade, one class as the experimental class while the other one as the control class.

⁵ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta), p. 118.

⁶ Jack R. Fraenkel, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill Companies.Inc, 2009), p. 105

B. Sampling Technique

In this research, the writer applied cluster random sampling technique because the population is in groups. Cluster random sampling is similar to simple random sampling except that groups rather than individuals are randomly selected, the sampling unit is a group rather than an individual.⁷ The steps in determining the experimental and control class are as follows:

1. First, the writer made a kind of lottery.
2. Second, the writer provided 4 pieces of small paper in which each piece had the name of each class then the writer wolloed them up and put them into a glass.
3. Third, the writer shook the glass and took a piece of the paper.
4. Next, the first paper as an experimental class and the second one as a control class.

E. Data Collecting Technique

In collecting the data, the writer used pre-test and post-test to know the students' reading comprehension on descriptive text for experimental class and control class. Pre-test was given before treatment. It were done by reading comprehension the descriptive text based on the provided topics. The writer gave pretest to the students in control class and the experimental class to measure their reading comprehension descriptive text before treatment. In pre-test the students

⁷*Ibid.*,

were asked to answer reading comprehension test in form multiple choice questions about descriptive text based on the provided topics that consist of 25 items.

The post-test were done after the students in the experimental and the control class have been given the treatment. It was done to know the students' reading comprehension on descriptive text after they were taught by using Choral Reading. In the post-test the students also were asked to answer reading comprehension test in form of multiple choice questions about descriptive text based on the provided topics that consist of 25 total item.

F. Instrument of the Research

In this research, the writer used the test as the instrument to collecting data. The form of the test was multiple choices with 4 options. The test was used to know students' reading skill in descriptive text.

Based on the Brown's theory, especially reading, there are some criteria commonly used in measuring students' reading comprehension, among them are: main idea (topic), expression / idiom/ phrases in content, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written (unstated detail), supporting ideas, and vocabulary in context.⁸ The researcher prepared the instrument in the form of multiple choices questions. The blueprint of reading comprehension test for try out, pre-test and post-test can be seen in Table 4 :

⁸H. Douglas Brown, *Language Assessment: Principle and Classroom Practice*, (Sanfransisco: Longman, 2004), p. 206

Table 4
Specification of Pre-test and Post-test Items before Validity

No	Aspect	Indicator	Item Number				Total
			Pre-test		Post-test		
			Even	Odd	Even	Odd	
1	Main Idea (topic)	Students determine the main idea of the passage.	8, 16, 38	1, 5, 11, 23	8, 16, 38	1, 5, 11, 23	14
2	Expression/Idiom/Phrase In context	Students can find an aexpression/idiom/Ph rase in the passage.	2, 6	9, 37	2, 6	9, 37	8
3	Inference (implied detail)	Students can find what is inference in the passage.	10, 32	13, 19, 39	10, 32	13, 19, 39	10
4	Grammatical feature	Students can find grammatical feature in the passage.	12, 22, 26, 34	3, 7, 31	12, 22, 26, 34	3, 7, 31	14
5	Detail (scanning for a specifically stated detail)	Students understanding specifically state detail or explicit detail.	4, 24	27, 33	4, 24	27, 33	8
6	Excluding fact not written (Unstated details)	Students can find unstated in passage.	30, 36, 40	17, 25	30,40, 36	17, 25	10
7	Supporting idea	Students can find supporting idea to support the main idea.	14, 20	29, 35	14, 20	29, 35	8
8	Vocabulary content	Students know means each word.	18, 28	15, 21	18, 28	15, 21	8
Total			20	20	20	20	80

Based on the Table 4, the main idea in pre-test and post-test before validity consists of 14 numbers. In the pre-test, they are number 1, 5, 8, 16, 23, 35, 38 and in the post-test, they are number 1, 5, 8, 16, 23, 35, 38. The expression/idiom/phrase consists of 8 numbers. In the pre-test, they are number 2, 6, 9, 35 and in the post-test, they are number 2, 6, 9, 35. The inference consists of 10 numbers. In the pre-test, they are 10, 13, 19, 32, 39 and in the post-test, they are number 10, 13, 19, 32, 39. The grammatical feature consists of 14 numbers. In the pre-test, they are number 3, 7, 12, 22, 26, 31, 34 and in the post-test, they are number 3, 7, 12, 22, 26, 31, 34. The detail consists of 8 numbers. In the pre-test, they are number 4, 24, 27, 33 and in the post-test, they are number 4, 24, 27, 33. The excluding fact not written consists of 10 numbers. In the pre-test, they are number 17, 25, 30, 36, 40 and in the post-test, they are number 17, 25, 30, 36, 40. The supporting idea consists of 8 numbers. In the pre-test, they are number 14, 20, 29, 35 and in the post-test, they are number 14, 20, 29, 35. The vocabulary content consists of 8 numbers. In the pre-test, they are number 15, 18, 21, 28 and in the post-test, they are number 15, 18, 21, 28. So, the total number is 40.

Table 5
Table Specification of Pre-test and Post-test Items after Validity

No	Aspect	Indicator	Item Number				Total
			Pre-test		Post-test		
			Even	Odd	Even	Odd	
1	Main Idea (topic)	Students determine the main idea of the passage.	6, 16	1, 9, 13, 23	10, 16	1, 7, 13, 23	12
2	Expression/Idiom/Phrase In context	Students can find an axpression/idiom/Ph rase in the passage.	2	7	2, 8	5	5
3	Inference (implied detail)	Students can find what is inference in the passage.	8, 14, 24	11	14, 24	9	7
4	Grammatical feature	Students can find grammatical feature in the passage.	10, 20	3, 5, 15	6, 20	3, 11, 15	10
5	Detail (scanning for a specifically stated detail)	Students understanding specifically state detail or explicit detail.	-	17, 21	4	17, 21	5
6	Excluding fact not written (Unstated details)	Students can find unstated in passage.	18, 22	25	18, 22	25	6
7	Supporting idea	Students can find supporting idea to support the main idea.	-	-	-	-	0
8	Vocabulary content	Students know means each word.	4, 12	19	12	19	5
Total			12	13	12	13	50

Based on the Table 4, the main idea in pre-test and post-test after validity consists of 12 numbers. In the pre-test, they are number 1, 6, 9, 13, 16, 23 and in the post-test, they are number 1, 7, 10, 13, 16, 23. The expression/idiom/phrase consists of 5 numbers. In the pre-test, they are number 2, and 7 and in the post-test, they are number 2, 5, 8. The inference consists of 7 numbers. In the pre-test, they are 8, 11, 14, 24 and in the post-test, they are number 9, 14, 24. The grammatical feature consists of 10 numbers. In the pre-test, they are number 3, 5, 10, 15, 20 and in the post-test, they are number 3, 6, 11, 15, 20. The detail consists of 5 numbers. In the pre-test, they are number 17 and 21 and in the post-test, they are number 4, 17, 21. The excluding fact not written consists of 6 numbers. In the pre-test, they are number 18, 22, 25 and in the post-test, they are number 18, 22, 25. There is no supporting idea in the instrument of pre-test and post-test after validity. The vocabulary content consists of 5 numbers. In the pre-test, they are number 4, 12, 19 and in the post-test, they are number 12 and 19. So, the total number is 50 items consist of 25 items for pre-test and 25 items for post-test.

G. Research Procedure

There are three steps in the research procedure, they are :

1. Planning

a) Determining the Subject

The writer determined the subject. In this case the writer choose the tenth grade of SMAN 1 Bangunrejo Central Lampung as the subjects of the research, X IPA 2 as an experimental class and IPA 1 as a control class.

b) Determining the instruments of the research

The writer determined the instruments that were taught to students, the instrument was a test of descriptive text. The students got the same instrument for both classes in the same topic.

c) Preparing Tryout Test

Try out will be conducted to identify how accurate and effective the test before it was used to collect the data of research and used to identify whether the test could be administrated or not.

d) Preparing Pre-test

The writer prepared pre-test that was given to the students. The pre-test was given on the questions that were selected after validity.

e) Determining the material to be taught

The writer gave the treatment in three meetings. In the treatment, the writer as the teacher taught the students by using choral reading. The students

were given explanation about choral reading, the main ideas of choral reading, and how to read and comprehend the text. The students also were given the explanation about descriptive text and topic of descriptive text. After that, the students read the text, students could read the text and answer the question based on the text.

f) Preparing the post-test

The post-test will be conducted after the treatment. By giving the post-test, the writer knew the students improve their reading comprehension or not. The test was multiple choice with 4 options a, b, c, and d. The total number of the test items was 25 items.

2. Application

After planning, the writer tried to apply the research. There steps were as follows:

a) In the first step, the writer gave try out test

This test was multiple choice that consist of 40 items with 4 options a, b, c or d. The test was distributed in class tenth that different from the experimental and the control class.

b) In the first meeting, the writer gave pre-test

The writer gave pre-test to the experimental and the control class. The test was multiple choices with 4 options a, b, c or d. The total number of the test was 25 items.

- c) In the second, third, and fourth meeting the writer gave the treatment

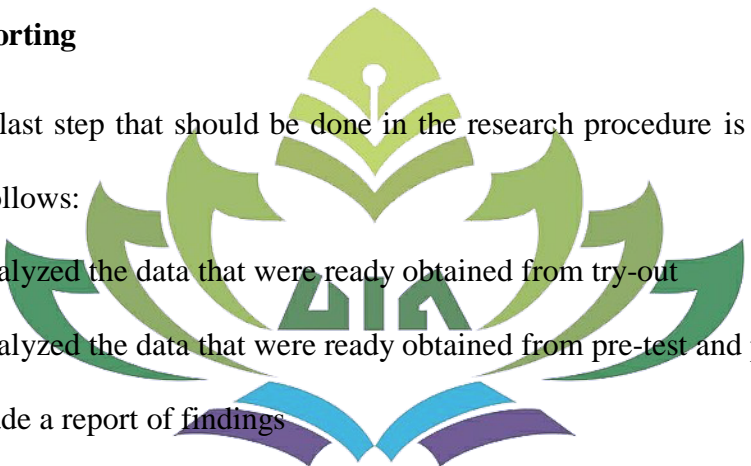
After gave the pre-test to the students, the writer conducted the treatment by using Choral Reading in the experimental class and using Read Aloud in the control class.

- d) In the last meeting, the writer gave post-test

The writer gave post-test. The test was multiple choices with 4 options a, b, c or d. The total number of the test was 25 questions.

3. Reporting

The last step that should be done in the research procedure is reporting. There we re as follows:

- 
- a) Analyzed the data that were ready obtained from try-out
 - b) Analyzed the data that were ready obtained from pre-test and post-test
 - c) Made a report of findings

H. Scoring System

Before getting the score, the writer determined the procedure that used in scoring the students' work. In order to do that, the writer used Arikunto's formula.⁹

The scores of post test and pre test calculated by using the following formula :

$$S = \frac{r}{n} \times 100$$

⁹Arikunto Suharmi, *Dasar – dasar Evaluasi Pendidikan*, (Jakarta : Bina Aksara, 2010), p. 15

Notes :

S = Score of test
r = Total of right answer
n = Total items

I. Validity

A good test is the test that has validity. Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations.¹⁰ It means that validity is a measurement which shows the levels of validity or the real of the instrument. A valid instrument has a high validity. To measure whether the test has good validity or not, the writer used the content validity and construct validity.

1. Content Validity

To get the content validity, the test adapted with the student's book and the objective of teaching in the school based curriculum for the tenth grade of SMAN 1 Bangunrejo Central Lampung. The test was suited with the material was taught to the students. It can be seen in the syllabus. In standard competence 3.7 mentioned "analyzing social function, generic structure of text, and grammatical feature on descriptive text about person, tourism place, and the famous historical building. Based on the statement, the writer arranged materials based on the objectives of teaching in the school based on the syllabus for the tenth grade students of SMAN 1 Bangunrejo Central Lampung.

¹⁰ Donald Ary, *et.al.*, *Op. Cit*, p.224

2. Construct Validity

Construct validity is a determination of the significance, meaning, purpose, and use of scores from an instrument.¹¹ Construct validity refers to assumption, showing the measurement used contains correct operational definition which is based on the theoretical concept. In other words, construct validity is just like a concept.

Construct validity focuses on the kind of the test that is used to measure the students' reading ability. In this research, the writer administrated a reading test, the scoring covers eight aspects of reading that are adapted from Brown, and they are, Main idea (Topic), Expression/idiom/phrase in the context, Inference (Implied detail), Grammatical Feature, Detail (Scanning for a specifically stated detail), Excluding fact not written (Unstated details), Supporting Idea, Vocabulary in context. To make sure, the writer consulted the instrument of the test (pre-test and post-test) to the English teacher of SMAN 1 Bangunrejo Central Lampung as a validator, for determining whether the test has obtained construct validity or not.

The writer validated the test instrument to the English teacher at SMAN 1 Bangunrejo, Mrs. Nuryanti. Based on the form validation (in appendix 3), all of items of the test instrument was valid. It means that the test instrument was suitable with the criteria on reading comprehension. From the form validation that the instruction of the test was clear and the time allocation was enough. Number 1, 5, 8, 11, 16, 23, 38 in table specification tryout for pre-test and post-test was suitable to main idea. Number 2, 6, 9, 37 in table specification tryout for pre-test and post-test was suitable

¹¹*Ibid.*

to expression/idiom/phrase in context. Number 10, 13, 19, 32, 39 in table specification tryout for pre-test and post-test was suitable to inference (implied detail). Number 3, 7, 12, 22, 26, 31, 34 in table specification tryout for pre-test and post-test was suitable to grammatical feature. Number 4, 24, 27, 33 in table specification tryout for pre-test and post-test was suitable to detail. Number 17, 25, 30, 36, 40 in table specification tryout for pre-test and post-test was suitable to excluding fact not written. Number 14, 20, 29, 35 in table specification tryout for pre-test and post-test was suitable to supporting idea. And the last, number 15, 18, 21, 28 in table specification tryout for pre-test and post-test was suitable to vocabulary content.

3. Item Validity

Item validity is the extent to which an individual item measures what it supports to measure. The writer gave some question to know valid or not the questions that were given to the students. The item validity used to measure the validity of the test items. In this research, the writer used ANATES to calculate the data obtained from the try out to find the item validity of each item.

From the result of validity analysis by using ANATES, there were 15 invalid items of pre-test, they were number 1, 2, 3, 4, 6, 11, 14, 15, 28, 29, 31, 35, 37. Meanwhile, they were number 5, 8, 14, 17, 18, 20, 21, 26, 27, 29, 30, 32, 34, 35, 37 in post-test. It can be seen in appendix 20 and 21.

J. Reliability of Test

Reliability means that scores from an instrument were stable and consistent. Score must be nearly the same when writers administer the instrument multiple times at different times. Also, scores need to be consistent.¹² In this research, the writer used ANATES to calculate the reliability of the test.

The criteria of reliability test were :

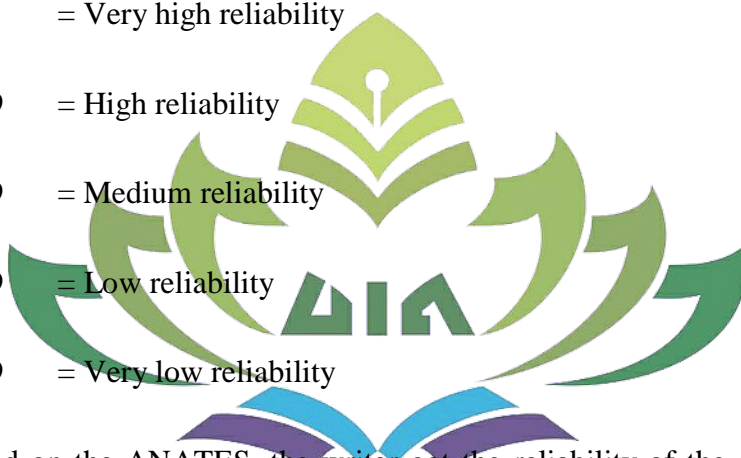
0.80-1.00 = Very high reliability

0.60-0.799 = High reliability

0.40-0.599 = Medium reliability

0.20-0.399 = Low reliability

0.00-0.199 = Very low reliability



Based on the ANATES, the writer got the reliability of the pre-test and post-test. In pre-test, the reliability was 0.92. It means that the pre-test items had very high reliability. Then, the reliability of the post-test was 0.77. It means that the post-test also had high reliability. It can be seen in appendix 22 A and 22 B.

¹² John W. Creswell, *Op.Cit*, p. 159

K. Data Analysis

To analyze the data, the writer used parametric, statistics, and t-test. In parametric statistics, there were assumptions which must be fulfilled, they were normality test and homogeneity test.

1. Fulfillment of the Assumption

Parametric statistical significance tests, such as analysis of variance and least squares regression are widely used by writer in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality test and homogeneity test must be satisfied.

a. Normality Test

The writer used normality test to know whether the data has normal distribution or not.¹³ When the data have been collected, the normality test were applied. In this research, the writer used statistical computation by using SPSS (*Statistical Program for Social Science*) for normality of test. The test of normality employed are Kolmogorov - Smirnov and Shapiro Wilk.

The hypotheses for the normality test were formulated as follows:

H_o = The data were normally distributed

H_a = The data were not normally distributed

¹³Ag. Bambang Setiyadi, *Metode Penelitian Untuk Pelajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p. 169

While the criteria of acceptance or rejection of normality test were as follows:

H_o was accepted if $\text{sig.} > \alpha = 0.05$

H_a was accepted if $\text{sig.} < \alpha = 0.05$

b. Homogeneity Test

After the normality test, the writer determined the homogeneity of the test. This test intended to test whether the variance of the data in the experimental class and in control class is equal or not. In this research, the writer used statistical computation by using SPSS (*Statistical Program for Social Science*) for homogeneity of the test. The test of homogeneity employed was Levenes statistic test.

The hypotheses for the homogeneity test were formulated as follows:

H_o = the variances of the data were homogenous.

H_a = the variances of the data were not homogenous

The criteria of acceptance or rejection of hypotheses for homogeneity test were as follow:

H_o was accepted if $\text{sig.} > \alpha = 0.05$

H_a was accepted if $\text{sig.} < \alpha = 0.05$

2. Hypothetical Test

This test was used to determine whether the data fulfill the criteria of the quality of variance. This test used Independent Sample t-Test to analyze the data.

The hypotheses of this research were :

H_a : There is a significant influence of using choral reading towards students' reading comprehension on descriptive text at the First semester of the tenth grade at SMAN 1 Bangunrejo Central Lampung in the academic year of 2017/2018.

H_o : There is no significant influence of using choral reading towards students' reading comprehension on descriptive text at the First semester of the tenth grade at SMAN 1 Bangunrejo Central Lampung in the academic year of 2017/2018.

While the criteria of acceptance or rejection of hypothesis were :

H_a was accepted if $\text{Sig} < \alpha = 0.05$

H_o was accepted if $\text{Sig} > \alpha = 0.05$

CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

1. Result of the Pre-test in the Experimental Class

The writer conducted pre-test in experimental class on October 11th, 2017 in order to know students' reading comprehension on descriptive text before the treatment. The scores of the students' reading comprehension on descriptive text that were tested in pre-test can be seen in Figure 1 :

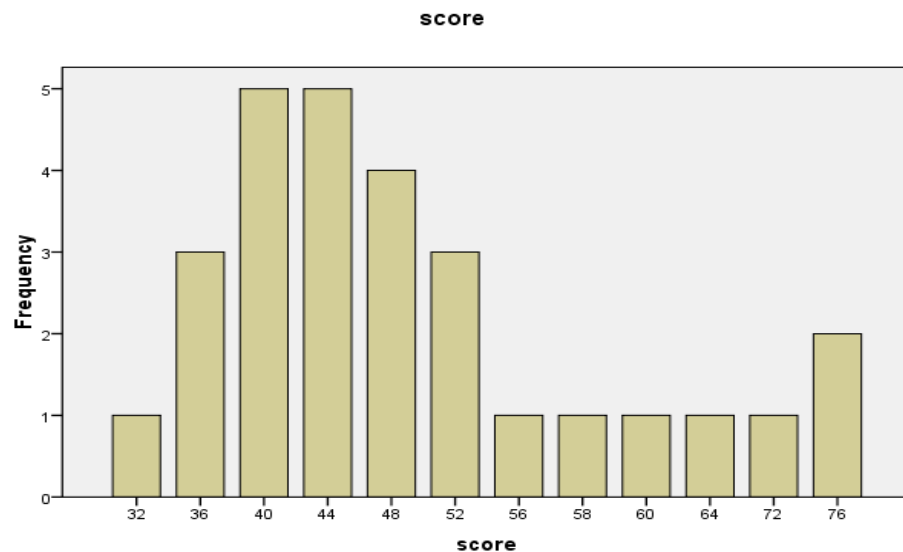


Figure 1
Score of Pre-test in the Experimental Class

Based on the Figure 1, it can be concluded that there was one student who got 32 score. There was three students who got 36 score, there were five students who got

40, there were five students who got 44. There were four students who got 48 score. There were three students who got 52 score. There was one student who got 56 score, there was one student who got 58 score. There was one student who got 60 score, there was one student who got 64 score. There was one students who got 72 score and only two student got 76 score. For the statistics of the result of pre-test in experimental class (X MIPA 2) , it can be seen on Table 6 :

Table 6
Statistics of the Result of the Pretest of X MIPA 2

Statistics	Score
Mean	48.93
Minimum	32
Maximum	76
Median	46
Mode	40

Based on Table 6, it showed that the mean of pretest score in X MIPA 2 as the experimental class was 48.93. The maximum score was 76 and the minimum score was 32. The median score was 46 and the mode score was 40.

2. Result of the Pre-test in Control Class

Pre-test in control class conducted on October 6th, 2017. The result of the pretest of X MIPA 1 as the control class can be seen on the Figure 2 :

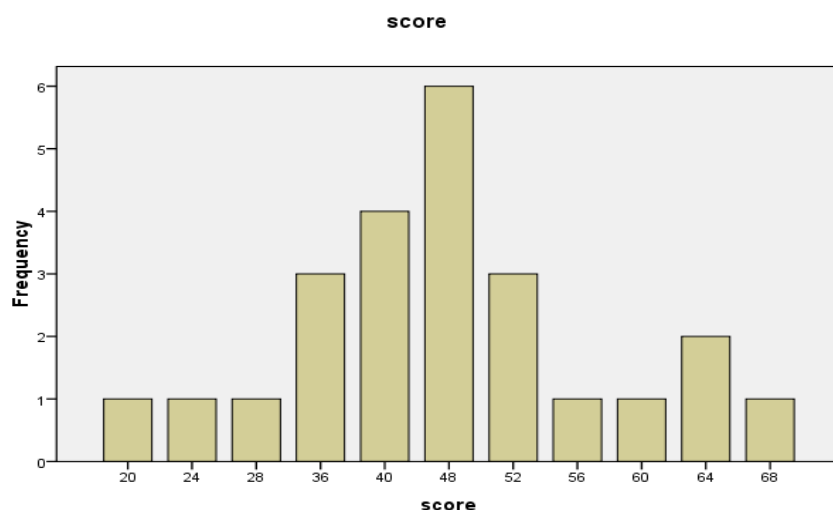


Figure 2
Result of Pre-test in Control Class

From figure 2, it can be concluded that only one students got 20 score. There was one student who got 24. There was one student who got 28 and three students who got 36 score. There were four students who got 40 score. There were six students who got 48 score and three student who got 52 score. There was one student who got 56 and one student who got 60 score. There were two students who got 64 and only one student who got 68 score. For the statistics of the result of pre-test in control class (X MIPA 1) , it can be seen on Table 7 :

Table 7
Statistics of the Result of the Pretest of X MIPA 1

Statistics	Score
Mean	45,67
Minimum	20
Maximum	68
Median	48
Mode	48

Based on Table 7, it showed that the mean of pretest score in X MIPA 1 as the control class was 45,67. The maximum score was 68 and the minimum score was 20. The median score was 48 and the mode score was 48.

3. Result of the Post-test in Experimental Class

The writer also conducted post-test in order to know students' reading comprehension on descriptive text after the treatment. The scores of the students' reading comprehension on descriptive text that were tested in post-test can be seen in Figure 3 :

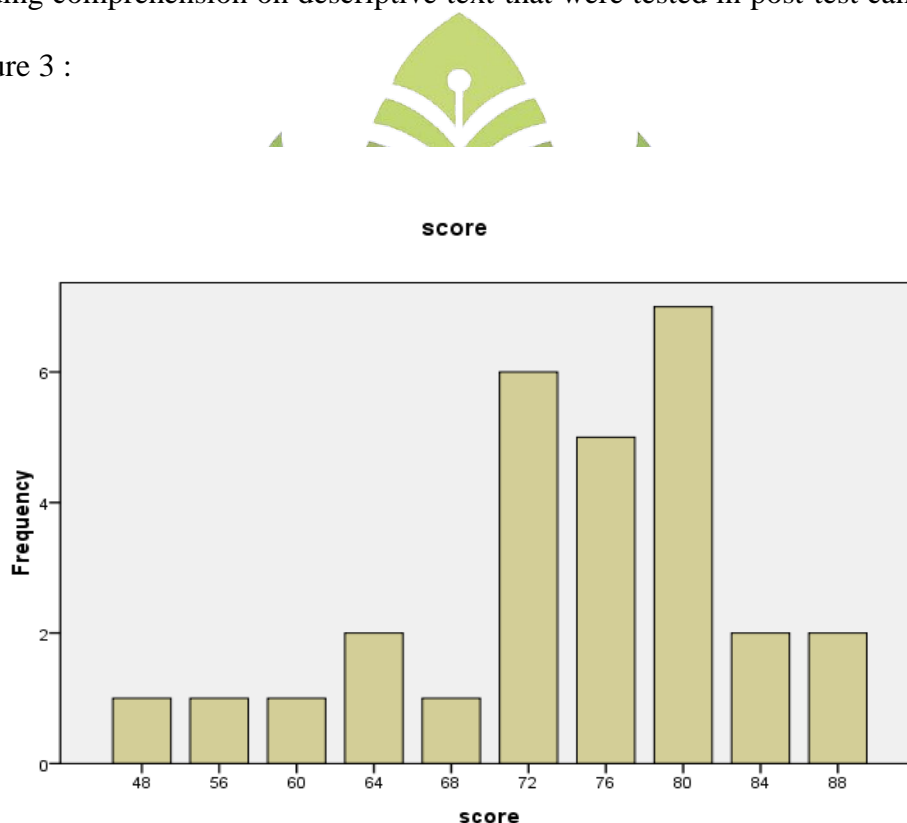


Figure 3
Result of Post-test in Experimental Class

Based on figure 3, it can be concluded that there was one student who got 48 score. There was one student who got 56 score, there was one student who got 60

score, and two students who got 64 score, there was one student who got 68 score, there were six students who got 72 score, there were five students who got 76 score, there were seven students who got 80 score. There were two students who got 84 score, and two students who got 88 score. The statistics of the result of posttest of X MIPA 2, it can be seen on Table 8:

Table 8
Statistics of the Result of the Post-test of X MIPA 2

Statistics	Score
Mean	74.14
Minimum	48
Maximum	88
Median	76
Mode	80

Based on Table 8, it showed that the mean of post test score in X MIPA 2 as the experimental class was 74.14. The maximum score was 88 and the minimum score was 48. The median score was 76 and the mode score was 80.

4. Result of the Post-test in Control Class

The result of the post test of X MIPA 1 as the control class can be seen on the Figure:4 :

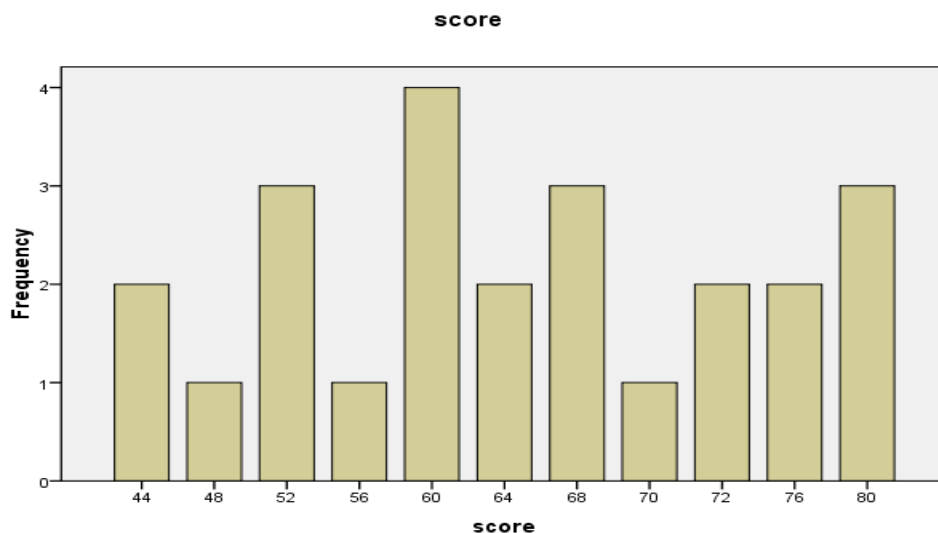


Figure 4
Result of Post-test in Control Class

From figure 4, it can be concluded that there were two students got 44 score, there is one student who got 48 score, there were three students who got 52 score, there is one student who got 56 score, there were four students who got 60 score. Then, there were two students who got 64 score, three students who got 68 score, and there is one student who got 70 score. There were two students who got 72, two students got 76, and three students got 80 score. The statistics of the result of posttest of X MIPA 2, it can be seen on Table 9:

Table 9
Statistics of the Result of the Post test of X MIPA 1

Statistics	Score
Mean	63.58
Minimum	44
Maximum	80
Median	64
Mode	60

From Table 9, it can be seen that the mean score was 63.58. The maximum score was 80. The minimum score was 44. The median score was 64. The mode score was 60.

B. Result of Data Analysis

1. Fulfillments of the Assumption

a. Result of Normality Test

The writer did this normality test to know whether the data has normal distribution or not. The hypothesis for the normality test are formulated as follow:

H_0 : the data are normally distributed

H_a : the data are not normally distributed

While the criteria for the normality test are as follow :

H_0 is accepted if $\text{Sig} (p_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig} (p_{\text{value}}) < \alpha = 0.05$

Table 10
The Result of of Normality Test of Experimental and Control Class

		Shapiro-Wilk		
		Statistic	Df	Sig.
Score	Experimental	.932	28	.070
	Control	.919	24	.057

a. Lilliefors Significance Correction

Based on the Table 10, it can be seen that Sig (p_{value}) for experimental class was 0.070 and Sig. (p_{value}) for control class was 0.057 and $\alpha = 0.05$. It means that Sig (p_{value}) $> \alpha$ and H_0 is accepted. The conclusion is the data were in the normal distribution. It is calculated based on the gain of the experimental and control class.

b. Result of Homogeneity Test

The writer did this homogeneity test to know whether the data is homogeneous or not. The hypotheses for the homogeneity test are formulated as follows :

H_0 = The variance of the data is homogenous

H_a = The variance of the data is not homogenous

While the criteria for the homogeneity test are as follows :

H_0 is accepted if Sig (p_{value}) $> \alpha = 0.05$

H_a is accepted if Sig (p_{value}) $< \alpha = 0.05$

The result of homogeneity test in the experimental and control class can be seen in Table 11 :

Table 11
The Result of Homogeneity Test in Experimental and Control Class

Score			
Levene Statistic	df1	df2	Sig.
1.925	1	50	.171

Based on the Table 11, it can be seen that Sig (p_{value}) based on mean was 0.171, and $\alpha = 0.05$. It means that $\text{Sig} (p_{\text{value}}) > \alpha$ and H_0 is accepted. The conclusion is that the data have same variance or homogenous. It is calculated based on the gain of the experimental and control class.

c. Result of Hypothetical Test

After the writer knew that the data are normal and homogeneous, the data was analyzed by using independent sample test using SPSS in order to know the significance of the treatment effect. The hypotheses are:

H_0 = There is no significant influence of using choral reading towards students' reading comprehension on descriptive text at the first semester of the tenth grade at SMAN 1 Bangunrejo Central Lampung in academic year of 2017/2018.

H_a = There is a significant influence using choral reading towards students' reading comprehension on descriptive text at the first semester of the tenth grade at SMAN 1 Bangunrejo Central Lampung in academic year of 2017/2018.

While the criteria for acceptance and rejection of the hypothesis are:

H_0 is accepted if $\text{Sig. (p}_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig. (p}_{\text{value}}) < \alpha = 0.05$

Table 12
The Result of Independent Samples Test

t	Df	Sig. (2-tailed)
2.394	50	.020
2.431	49.917	.019

Based on the results obtained in the table above, it's clear that the value of significant generated $\text{Sig. (p}_{\text{value}})$ or Sig. (2-tailed) of the equal variance assumed = 0.020, and $\alpha = 0.05$. It means that $\text{Sig. (p}_{\text{value}}) < \alpha = 0.05$. So, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was any influence of using choral reading towards students' reading comprehension on descriptive text at the first semester of the tenth grade at SMAN 1 Bangunrejo Central Lampung.

C. Discussion.

Reading is a way that is used by the people to get information from a text. Brown states that integrated skill approach to language teaching emphasize the relationship of skill. Reading comprehension will be best developed in association with writing, listening and speaking activity.¹ It means that reading is an important skill in English that can be developed other skills because if their reading skill is good, it will be easier to them to master other skills. Allah also states in surah Thaaha verse 114:

فَتَعَلَىٰ اللَّهُ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَىٰ إِلَيْكَ وَحْيُهُ وَقُل رَّبِّ زِدْنِي عِلْمًا ۝ ١١٤

“Supremely exalted is therefore Allah, the King, the Truth, and do not make haste with the Quran before its revelation is made complete to you and say: O my Lord! Increase me in knowledge.” (Thaaha:114)²

In section above, Allah command us to read qur'an slowly not hurried. So, we can get an information and knowledge from it (qur'an). Students not to be hurry in reading a text so they will get an information or knowledge from it. If we read the text well, we will be easier to write, listen and speak.

Choral Reading is a strategy for teaching reading especially on descriptive text to help the students built their reading fluency and their reading comprehension in

¹ *Ibid*, p. 206

² A. Yusuf Ali, *The Holy Qur'an Text Tranlation and Commentary*, (Maryland: Amana Corp, 1983), p. 788

reading the text. It supported by Khairiah, Choral reading involves students reading together with a fluent reader. It is an instructional strategy for incorporating fluency training into the general education setting.³ The purpose of this activity is to motivate the students to built their reading comprehension. In this strategy the students will explore their knowledge and their ideas to comprehend the text. In this strategy, students should be able to answer the questions after they are reading the text.

It was supported by the previous research that was done by Ayuningtyas, Suparman, and Sudirman on the Effect of Choral Reading Technique on Students' English Consonants Pronunciation at The Eight Grade of SMPN 1 Raman Utara, revealed there is a significant increase of the students' pronunciation through choral reading.⁴ It means that using choral reading also can make students' pronunciation be better than before.

Based on table specification of the instrument after validity, there is one of the criteria of reading comprehension that have no valid item. That is supporting idea. The writer used ANATES to validate the instrument. After validation, there is no

³Wildatul Khairiah, *The Effect of Choral Reading Strategy Toward Students' Reading Fluency at The Seocond Year Students of Islamic Junior High School Kuntu Regency of Kampar* (S1 Thesis, State Islamic University of Sultan Syarif Kasim Riau Pekanbaru, 2012), p.12. Access in http://repository.uin-suska.ac.id/9510/1/2012_2012491.pdf on April 13rd, 2017 at 08.13 a.m

⁴Rizki Amalia Ayuningtyas, Ujang Suparman, and Sudirman Sudirman, Thesis S1 Degree, *The Effect of Choral Reading Technique on Students' English Consonant Pronunciation*, (Raman Utara: 2013), p. 11-14

valid item in supporting idea, so the writer just make the test based on seven criteria of reading comprehension.

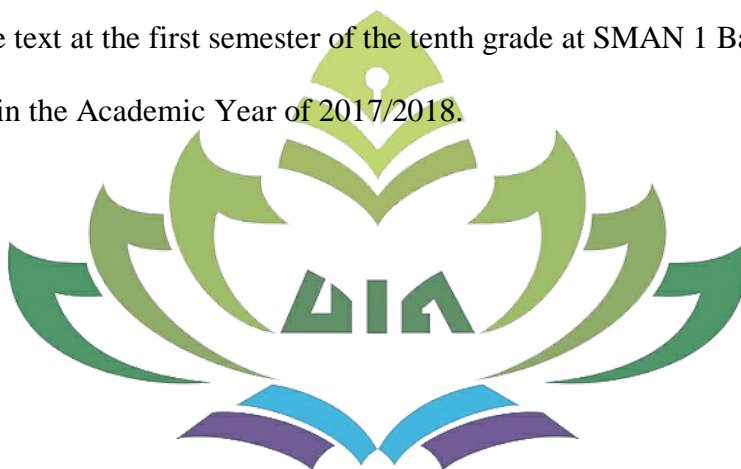
According to the result of data analysis by using SPSS, the result showed that the mean score of post-test between eexperimental class and control class were slightly different. The score of post-test in experimental class showed mean was 74 and the score of post-test in control class showed mean was 66. It means that the students' score has increased after giving the treatment. Next, the writer analyzed the data of normality test score and it showed that the data were not normal and not homogeneous because there was an outlier datum. The outlier caused the standard error increased, the significance is inversely propotional to the standard error, so the larger the standard error is getting smaller opportunities to obtain signifant results.

After looking at the normality and homogeneity test which the data were not normal and homogeneous, the writer tested the data by using Mann Whitney Test. Mann Whitney included nonparametric statistic which was used to test the data with the unnormal distribution data.

Based on the analysis of the data and the testing of hypothesis, the result of Mann Whitney Test was null hypothesis (H_o) is refused and alternative hypothesis (H_a) is accepted. It means that the treatments had influence of using choral reading towards students' reading comprehension, so alternative hypothesis is accepted. The result of the data analysis showed that choral reading strategy in teaching reading comprehension can be implemented. The strategy encouraged the students to be more

active and motivated in learning reading, especially in reading descriptive text. And also it could be used in teaching variety of language.

In conclusion, the writer concluded that the choral reading was more helpful to be used for the students to help them built their reading comprehension than using read aloud. It was because choral reading is in group not individually, so the students will be more confident when they read and comprehend the text. So finally there is any influence of using choral reading towards students' reading comprehension on descriptive text at the first semester of the tenth grade at SMAN 1 Bangunrejo Central Lampung in the Academic Year of 2017/2018.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was carried out at SMAN 1 Bangunrejo Central Lampung in the academic year of 2017/2018, the writer might draw conclusions as follows :

In the previous chapter the writer had analyzed the data statistically. Based on the statistically analysis, there is a significant influence of using choral reading towards students' reading comprehension at the first semester of the tenth grade of SMAN 1 Bangunrejo Central Lampung in the Academic Year of 2017/2018. The significant influence can be seen from Sig. (2-tailed) of the equal variance assumed in the Independent Samples test table where the Sig. (2-tailed) is 0.009. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted.

B. Suggestion

Based on the result of this research, the writer proposed suggestions as follows:

1. For the Teacher

- a. Considering the strategy, the writer suggests the English teacher to apply choral reading as one of the ways in teaching reading especially on descriptive

text because it can help students be more confident, motivated, and active in learning process.

- b. Considering the students problem in reading comprehension during treatments, the writer suggests the teacher to give students more text to be read and more exercises.
- c. The teacher should explain the rules of the strategy clearly and repeat them several times to avoid the students misunderstanding the rules. It can make the strategy run well.

2. For the Students

- a. The students should learn and practice English material more in order to improve their reading comprehension especially on descriptive text.
- b. The students should be more active and easier to comprehend the text in learning English especially in reading descriptive text so they can achieve their reading comprehension on descriptive text.

3. For the School

The school should provide some English books as source in learning process and a facility to support the learning process. The facility can be a laboratory for language.

4. For Next Researcher

The next researcher should develop the use of choral reading to other text, just not on descriptive text.

REFERENCES

- Anderson, Mark and Kathy Anderson. 1998. *Text Types in English 3*. Macmillan : Macmillan Education Australia Pty Ltd.
- Armbuster, Bonnie B, *et.al.*2000. *Put Reading First: Kindergarten through Grade 3* (Third Edition). New York: National Institute for Literacy.
- Ary, Donald , Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh. Eight Edition. *Introduction to Research in Education*. Belmonth: Wadsworth.
- Ayuningtyas, Rizki Amalia, Ujang Suparman, and Sudirman Sudirman. 2013. *The Effect of Choral Reading Technique on Students' English Consonant Pronunciation*.
- Brown, H. Douglas. 2003. *Language Assessment Principle and Classroom Practices*. San Fransisco: Longman.
- Brown, H. Douglas. 2007. *Principles of Language Learning and Teaching* (Fifth Edition), San Francisco: Pearson Education.
- Caldwell, Jo Anne Schudt. 2008. *Comprehension Assessment A Classroom Guide*. New York : The Guildford Press.
- Creswell, John W. 2012. *Educational Research; Planning and Conducting Quantitative and Qualitative Research*. Boston: Pearson.
- Day, Richards R. and Julian Bamford. 1998. *Extensive Reading in the Second Language Classroom*. Cambridge : Cambridge University Press.
- Duke, Nell K. and Victora Purcell Gates. *Genre at Home and at School : Bridging the know to the new*. Journal of International Reading Association. Vol 57 (1).
- Fraenkel, Jack R. 2009. *How to Design and Evaluate Research in Education*. New York.
- Gail, E. Tompkins. *Literacy in The Early Grades*. [Online Version, Retrieve from <https://padlet.com/keschlosser1s/pvb4t3xr3whl> at 08.17a.m]
- Gerot, Linda and Peter Wignel. 1998. *Making Sense of Functional Grammar: An Introductory of Workbook*. GredStablerAEE : Sydney.
- Grabe, William. 2009. *Reading in A Second Language*. New York : Cambridge University Press.

- Harmer, Jeremy. 2007. *How to Teach English*. London: Pearson Longman.
- Ireson, Judith. 2008. *Learners, Learning and Educational Activity*. New York: Routledge.
- Khairiah, Wildatul. 2012. *The Effect of Choral Reading Strategy Towards Students' Reading Fluency at The Second Year Students of Islamic Junior High School Kuntu Regency of Kampar*. Pekanbaru : State Islamic University of Sultan Syarif Kasim
- Lems, Kristin, Leah D. Miller, and Tenena M. Soro. 2010. *Teaching reading to English Language Learners*. New York: Guildford Press
- Merten, Dona M., *Research and Evaluation Methods in Special Education*. California: Corwin Press.
- Nation, I.S.P. 2009. *Teaching ESL/EFL Reading and Writing*. New York : Routledge.
- Nunan, David. *Research Method in Language Learning*. Cambridge: Cambridge University Press. 1992.
- Paige, David D. 2014. *Reading Fluency in the Middle and Secondary Grades*. Louisville: Bellamine University.
- Pang, Elizabeth.S., *et.al.* 1986. *Teaching Reading*. Chicago : The International Academy of Education.
- Patel, M.F. & Praveen M. Jain. 2008. *English Language Teaching (Methods, Tools, & Technique)*. Jaipur : Sunrise Publisher & Distributors.
- Rasmini, Novi and Dadan Juanda. 2007. *Pendidikan Bahasa dan Sastra di Kelas Tinggi*. Bandung: UPI Press.
- Richards, Jack C. and Richards Schmidt. 2010. *Longman Dictionary of Language Teaching and Applied Linguistics*. London : Longman Pearson Education.
- Richards, Jack C. and Theodore S. Rodgers. 2001. *Approach and Methods in Language Teaching* (Second edition). Cambridge : Cambridge University Press.
- Setiyadi, Ag. Bambang. 2006. *Metode Penelitian Untuk Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta :Graha Ilmu.

- Silberman, Melvin L., 2011. *Active Learning 101 Cara Belajar Siswa Aktif*. Bandung: Nuansa.
- Suharsimi, Arikunto. 2010. *Dasar-dasar Evaluasi Pendidikan*. Jakarta : Bina Aksara
- Tankersley, Karen. 2003. *Treads of Reading : Strategy for Literacy Development*. Virginia : Library of Congress Cataloging in Publication Data.
- Tarigan, H.G. *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung :Angkasa. 1985
- Wilbur, Diane A.,Composition: *Models and Exercises*. New York: Harcourt, Brace & World, Inc. 1996
- Zahara, Sofiana. 2014. *The Effectiveness of Teaching Descriptive Text Using Picture Media on Students Ability* (Thesis S1 Degree). Jakarta :Syarif Hidayatullah State Islamic University.



*Appendix 1A***INTERVIEW GUIDELINE FOR
ENGLISH TEACHER**

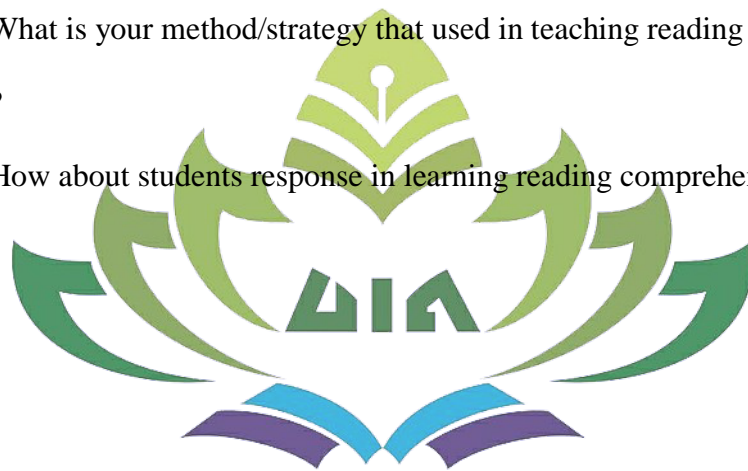
Interviewer : Hasri Wahyu Ningsih

Interviewee : Nuryanti, S.S

Date :

Place : SMAN 1 Bangunrejo Central Lampung

1. What is your difficulties when teaching reading comprehension ?
2. What is your method/strategy that used in teaching reading comprehension ?
3. How about students response in learning reading comprehension ?



Appendix 1B

TEACHER'S INTERVIEW TRANSCRIPT

Interviewer : Hasri Wahyu Ningsih

Interviewee : Nuryanti, S.S

Date : On Monday, February 6th, 2017

Place : SMAN 1 Bangunrejo Central Lampung

Interviewer : Assalamu'alaikum Wr.Wb

Interviewee : Wa'alaikumsa;am, Wr.Wb

Interviewer : Maaf mis mengganggu waktunya sebentar. Sehubungan dengan tugas skripsi saya, saya ingin mengajukan beberapa pertanyaan untuk preliminary research. Saya harap mis Nuri mau untuk berbagi sedikit informasi berkaitan dengan pelajaran Bahasa Inggris di sekolah ini, khususnya di kelas X yang di ajar oleh mis Nuri.

Interviewee : Oh iya. Inshaallah saya akan memberikan informasi yang memang dibutuhkan, selama itu wewenang saya selaku guru Bahasa Inggris khususnya di kelas X.

Interviewer : Oke mis. Disini saya akan mengajukan 3 pertanyaan. Yang pertama, apa saja kesulitan yang mis hadapi ketika mengajar reading comprehension ?

Interviewee : Jadi begini, kalau reading comprehension itu kan yang pertama agar mereka bisa terlatih yaitu mereka harus bisa membaca nyaring. Nah, selama ini ketika kita membaca nyaring ini, anak-anak sering kurang tepat pronounciationnya. Kemudian mereka juga kurang menguasai kosakata (vocabulary), jadi merakasulit memahami arti dari teks yang mereka baca. Kesulitannya disitu, mereka tidak bisa membaca pronounciation dengan tepat dan kurang menguasai vocabulary.

Interviewer : Pertanyaan kedua, metode/strategi apa yang digunakan dalam mengajar reading comprehension ?

Interviewee : Saya menggunakan strategi nya yaitu *read aloud*. Anak-anak dilatih untuk membaca nyaring. Jadi, mereka diberi kesempatan satu per satu untuk membaca teks. Mungkin satu anak itu bisa satu

atau dua paragraf, sedangkan yang lainnya menyimak. Jika ada kesalahan, maka kita yang membenarkan.

Interviewer : Petanyaan terakhir, bagaimana respon siswa ketika belajar reading comprehension ?

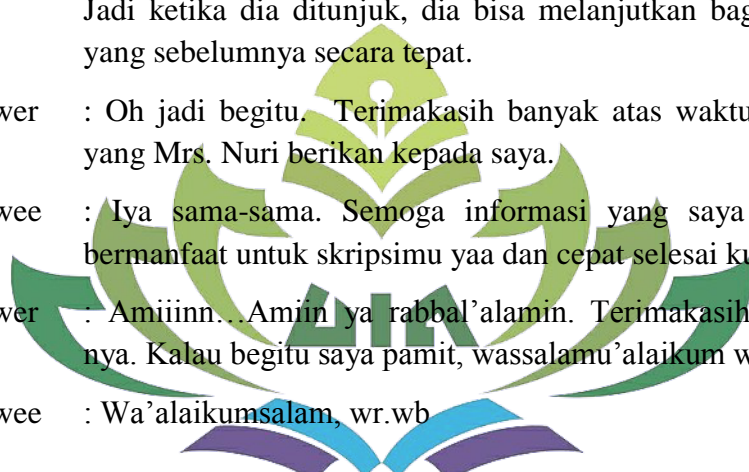
Interviewee : Bagi siswa yang menyukai pelajaran bahasa Inggris khususnya dalam kelas reading comprehension responnya positif. Tetapi banyak juga siswa yang tidak menyukainya, jadi mereka kurang aktif dikelas. Mereka memperhatikan tapi kurang paham. Nah, untuk melatih mereka supaya bisa memperhatikan kita, kita tunjuk atau pilih mereka secara random. Ketika ada anak yang tidak memperhatikan, maka itu yang kita tunjuk, seperti itu. Jadi, anak itu harus benar-benar siap ketika kita memberikan materi reading. Jadi ketika dia ditunjuk, dia bisa melanjutkan bagian dari teman yang sebelumnya secara tepat.

Interviewer : Oh jadi begitu. Terimakasih banyak atas waktu dan informasi yang Mrs. Nuri berikan kepada saya.

Interviewee : Iya sama-sama. Semoga informasi yang saya berikan dapat bermanfaat untuk skripsimu yaa dan cepat selesai kuliahnya.

Interviewer : Amiiinn...Amin ya rabbal'amin. Terimakasih mis atas do'anya. Kalau begitu saya pamit, wassalamu'alaikum wr.wb.

Interviewee : Wa'alaikumsalam, wr.wb



*Appendix 1C***THE RESULT OF INTERVIEW**

Interviewer : Hasri Wahyu Ningsih
Interviewee : Nuryanti, S.S
Date : On Monday, February 6th, 2017
Place : SMAN 1 Bangunrejo Central Lampung

Based on transcript of teacher's interview in appendix 1b, it can be conclude that Mrs. Nuriyanri as one of English teachers at SMAN 1 Bangunrejo Central Lampung has some difficulties in teaching reading comprehension especially at the tenth grade. She said that students pronunciation are still low and they do not master the vocabulary. Then, in teaching reading comprehension, she used Read Aloud. And last, most of students are not pay attention teacher's explanation because they dislike English, although some students are active in class because they like English.

Appendix 2A

**THE QUESTIONNAIRE FOR THE STUDENTS
IN PRELIMINARY RESEARCH**

Nama :

Kelas :

Question !

1. Apakah kalian menyukai Bahasa Inggris ?
 - a. Ya
 - b. Tidak
2. Apakah kalian menyukai membaca teks berbentuk *Descriptive Text* ?
 - a. Ya
 - b. Tidak
3. Apakah kalian menguasai *vocabulary*/kosakata dalam Bahasa Inggris?
 - a. Ya
 - b. Tidak
4. Apakah kalian merasa kesulitan dalam menentukan *main idea*/ide pokok dari sebuah *descriptive text* ?
 - a. Ya
 - b. Tidak
5. Apa pendapat kalian tentang metode/cara yang guru gunakan dalam mengajar Bahasa Inggris khususnya di dalam *reading comprehension* ?
 - a. Menyenangkan
 - b. Membosankan

Appendix 2B

**THE RESULT OF QUESTIONNAIRE BY THE STUDENTS AT
SMAN 1 BANGUNREJO CENTRAL LAMPUNG**



Appendix 2C

PERCENTAGE OF STUDENTS' QUESTIONNAIRE

No	Question	Yes	No	No Answer (no collect)	Total
1	Apakah kalian menyukai Bahasa Inggris ?	48.7 %	39.1%	12.2%	100%
2	Apakah kalian menyukai membaca teks berbentuk <i>Descriptive Text</i> ?	40.1%	47.7%	12.2%	
3	Apakah kalian menguasai <i>vocabulary</i> /kosakata dalam Bahasa Inggris?	3.2%	84.6%	12.2%	
4	Apakah kalian merasa kesulitan dalam menentukan <i>main idea</i> /ide pokok dari sebuah <i>descriptive text</i> ?	4.5%	83.3%	12.2%	
5	Apa pendapat kalian tentang metode/cara yang guru gunakan dalam mengajar Bahasa Inggris khususnya di dalam <i>reading comprehension</i> ?	47.3%	40.5%	12.2%	

Appendix 3

VALIDATION FORM FOR READING TEST FOR PRE TEST AND POST TEST

Petunjuk :

Untuk setiap pertanyaan, silahkan berikan respon Anda dengan tanda ceklis (✓) pada kolom yang mewakili pilihan Anda !

No	Pertanyaan	Ya	Tidak	Comments
1.	Apakah petunjuk pengerjaan sudah jelas?			
2.	Apakah Alokasi waktu sudah cukup?			
3.	Apakah butir soal nomor 1, 7, 15, 22, 26, 34, 41 di table specification try out pre-test and post-test sudah sesuai dengan aspek <i>main idea</i> ?			
4.	Apakah butir soal nomor 4, 9, 21, 38, 43 di table specification try out pre-test and post-test sudah sesuai dengan aspek <i>expression/idiom/phrase in context</i> ?			
5.	Apakah butir soal nomor 5, 17, 25, 32, 39 di table specification try out pre-test and post-test sudah sesuai dengan aspek <i>inference (implied detail)</i> ?			

6.	Apakah butir soal nomor 6, 8, 12, 20, 29, 33, 37, 40, 49 di table specification try out pre-test and post-test sudah sesuai dengan aspek <i>grammatical features</i> ?			
7.	Apakah butir soal nomor 10, 27, 44, 46 di table specification try out pre-test and post-test sudah sesuai dengan aspek <i>stated detail</i> ?			
8.	Apakah butir soal nomor 2, 11, 16, 23, 28, 42 di table specification try out pre-test and post-test sesuai dengan aspek <i>unstated detail</i> ?			
9.	Apakah butir soal nomor 18, 30, 35, 48 di table specification try out pre-test and post-test sesuai dengan aspek <i>supporting idea</i> ?			
10.	Apakah butir soal nomor 3, 13, 14, 19, 24, 31, 36, 45, 47, 50 di table specification try out pre-test and post-test sesuai dengan aspek <i>vocabulary in context</i> ?			

Komentar Umum:

Silahkan berikan komentar atau saran yang berkenaan dengan pengembangan tes ini.

.....

.....

.....

.....

.....

.....

.....



Appendix 4

THE PRE-TEST INSTRUMENT FOR EXPERIMENTAL AND CONTROL CLASS

Mata Pelajaran : Bahasa Inggris
Kelas : X IPA/IPS
Waktu : 90 menit

Read the text carefully then answer the questions by giving a cross mark (X) on the correct option (A, B, C, or D)!

(Question 1-3)

- 1 Kediri is a name of a town. It is situated in a valley between the Kelud and Wilis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the center of the town.
- 4
- 8 Besides temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is a delicacy of Kediri and has a distinctive taste. The cigarette factory dominates the town's economy and employs the majority of the women labor force. Kediri and the cigarette factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.
- 11

1. What is the text tells about?
 - A. The history of Kediri.
 - B. The famous products of Kediri.
 - C. The description of Kediri.
 - D. The people of Kediri.
2. What does the mean of phrase "..... the women labor force" (line 10)?
 - A. The women who work in the factory.
 - B. The women who has much money.
 - C. The women who has not a job.
 - D. The women who just stays at home.
3. What is kind of the text above ?
 - A. Recount Text.
 - B. Narrative Text.

- C. Descriptive Text.
- D. News Item.

(Question 4-5)

Suramadu Bridge

1 The Suramadu Bridge (Indonesian: JembatanSuramadu), also known as the Surabaya–Madura Bridge, is a bridge with three cable-stayed sections constructed between Surabaya on the island of Java and the town of Bangkalan on the island of Madura in Indonesia. Opened on June 10, 2009, the 5.4-km bridge is the longest in Indonesia and the first bridge to cross the Madura Strait.

6 The cable-stayed portion has three spans with lengths 192 m, 434 m and 192 m. The bridge has two lanes in each direction plus an emergency lane and a dedicated lane for motorcycles. The first toll bridge in Indonesia, fares have been initially set at Rp. 30,000 (US\$3 in 2009) for four-wheeled vehicles and Rp. 3,000 (US\$0.30) for two-wheelers.

12 The bridge was built by a consortium of Indonesian companies PT AdhiKarya and PT WaskitaKarya working with China Road and Bridge Corp. and China Harbor Engineering Co. Ltd. The total cost of the project, including connecting roads, has been estimated at 4.5 trillion rupiah (US\$445 million).

17 Construction was started on August 20, 2003. In July 2004, a girder collapsed, killing one worker and injuring nine others. Work on the bridge halted at the end of 2004 due to lack of funds, but was restarted in November 2005. The main span of the bridge was connected on March 31, 2009, and the bridge was opened to the public in June 10, 2009. Within a week of the opening, it was discovered that nuts and bolts as well as maintenance lamps had been stolen and that there was evidence of vandalism of cables supporting the main span.

4. The bridge has two lanes in each direction plus an emergency lane(line 7)
The underline word means
 - A. A good way
 - B. A back up lane
 - C. A right side
 - D. A left side

5. Which is the paragraph that show the identification of the text ?
 - A. Paragraph 1-2
 - B. Paragraph 3-4
 - C. Paragraph 1-3
 - D. Only paragraph 1

(Question 6-10)

- 1 Raja Ampat or 'Four Kings', is the name given to some islands
in West Papua and comes from a local myth. The four major islands are
Waigeo, Misool (which is home to ancient rockpainting), Salawati, and
Batanta. Raja Ampat is located in the bird head of the island of
Papua. Underwater enthusiasts flock to this region because it offers the
6 world's best marine sight. In the Raja Ampat islands, divers can explore
vertical underwater walls. The thrill of drift diving is another great
challenge. The territory within the islands of the Four Kings is enormous,
covering 9.8 million acres of land and sea, home to 540 types of corals,
10 more than 1,000 types of coral fish and 700 types of mollusks. This
makes it the most diverse living library for world's coral reef and
underwater biota. According to a report developed by The Nature
Conservancy and Conservation International, around 75% of the world's
14 species live here.

When divers first arrive here their excitement is palpable. It's
common to hear people praise God as they take in the remarkable
scenery. Others prefer to remain in silence taking in the overwhelming
sight of so many islands with crystal clear water that softly brushes over
the white sandy beaches.

6. The text is about ... of Raja Ampat.
- A. size of the islands
 - B. scenery on the islands
 - C. underwater beauty
 - D. Amazing view
7. In the sentence "divers can explore vertical underwater walls", which word is a phrase ?
- A. Divers can explore
 - B. Underwater walls
 - C. Vertical underwater walls
 - D. Divers can
8. Which of the following is implied in the passage ?
- A. Raja Ampat is a name that given by the local people in there.
 - B. Raja Ampat is a small island in Indonesia.
 - C. Raja Ampat is located in the west of Indonesia.
 - D. There are more than thousand types of coral in Raja Ampat.
9. What is the last paragraph mostly about ?
- A. The sweetness of Raja Ampat Island.
 - B. Raja Ampat is a Four King in Indonesia.
 - C. Raja Ampat has many beautiful of its underwater scenery.

- D. An amazement of the people about Raja Ampat with all of its beautiful scenery that was given God.
10. What is types of the tense that used by writer ?
- A. Simple Perfect Tense
 - B. Simple Present Tense
 - C. Simple Present Perfect Tense
 - D. Simple Past Tense

(Question 11-13)

Wingo Island

The island of Wingo is by the island of Singa. In the water around Wingo Island, there are hundreds of sharks. They are so many that the water bubbles like a whirlpool. People can only get to Wingo Island by boat. The boat has a rocket on it. The rocket takes people over the sharks and into the island.

Wingo Island has no sand but it has green moss. At night the moss like stars. Tall stars called Fruji grow everywhere. The Fruji trees have purple leaves at the top and yellow fruit all over them. When a fruit falls off, another tree grows in a minute.

The weather on Wingo Island is very hot but at twelve o'clock, everyday, it rains. Sometimes, there are windstorms. They happen when too many animals fly around the same time. People who stay on Wingo Island sleep in a big-gloo. It is like an igloo but it is on long poles. It has a ladder to get up and a slide to come down. The big-gloo has a moss bed, chairs, and tables that are made of Fruji tress.

There is no television on Wingo Island. So, there is the telephone and computer. It is place to listen to the leaves whispering. It is a place to lie on soft green moss and look at the clouds. It is really a place to dream.

11. "People can only get to Wingo Island by boat."

The sentence implies that Wingo Island is ...

- A. Near to other island
 - B. Close to another island
 - C. Near to another island
 - D. Far from other island
12. "It is place to listen to the leaves whispering"
- The underlined word refers to
- A. The Telephone
 - B. The Computer
 - C. An Island
 - D. Wingo Island
13. What is the story about ?
- A. A lake
 - B. A river

- C. An Island
- D. An Animal

(Question 14-18)

Orchard Road

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

14. "Orchard Road runs along about 2.2 km"

The sentence implies that Orchard Road is

- A. A big place of Business and Entertainment Centre.
- B. A small place to become a shopping centre.
- C. A big place just for a food centre
- D. A big place for parking area.

15. What kind of the text is ?

- A. Narrative Text
- B. Report Text
- C. News Item Text
- D. Descriptive Text

16. In the third paragraph the writer describes about?
- A. The location of Orchard Road
 - B. The direction to get to Orchard Road
 - C. The things that we can see at orchard road
 - D. The history of Orchard Road
17. Which statement is TRUE?
- A. At first Orchard Road is a crowded settlement.
 - B. Orchard road became business and entertainment center since 1974
 - C. The shopping areaprovides a wide range of Things, food, and entertainment
 - D. Orchard road is infamous place at Singapore
18. Which is following statement is NOT TRUE ?
- A. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction.
 - B. Orcharcd Road is located in Singapore.
 - C. Orchard Road has a shopping centre and it was build in 1970.
 - D. Orchard Road is a place of business and entertainment centre.

(Question 19- 20)

Bali is an island in the Indonesia archipelago. It is in the south of the equator and has warm weather all the year. The rainy season is November to April , but it can rain anytime. Bali is 120 kilometers wide from east to west and 80 kilometers from north to south, so everywhere is quite close to the sea. Bali is shaped like a diamond. Mouth Agung, a volcano, is 3.142 meters high and is visible from far away. Most of the people are Hindus. There are many temples and many religious festivals.

Tourism is the most important industry. Many tourists visit Bali to see beautiful scenery and interesting festivals, to swim in the warm seas, to look at beautiful mountains and valleys, and to shop for inexpensive and beautiful clothes, paintings, and wood crafts.

19. “but it can rain anytime.”

The underlined word refers to

- A. Bali Island.
 - B. Indonesia archipelago
 - C. The rainy season.
 - D. Tourism
20. What is the purpose of the text ?
- A. To describe about Bali
 - B. To report about Bali Island

- C. To give information about a good place in Indonesia
- D. To entertain the reader .

(Question 21-22)

East Java Park

For people in East Java, East Java Park may have been heard many times because it is one of the famous tourist objects in East Java province. East Java Park offers a recreation pace as well as a study center. East Java Park is located at Jl. Kartika 2 Barn, East Java. The location is easy to reach because it is only 2,5 kilometers from Batu. This tourist object is about 22 hectares in width.

Visitors can enjoy more than 36 kinds of facilities that will entertain and educate them. After passing the gate, the visitor will find Galvy Nusantara, continue further we will step into Historical Park which display the miniature size of famous landmark in East Java like Sumberawan Temple, Custom House of Kyai Hasan Besari Ponorogo and Sumerawan Statue.

Another facility that can be enjoyd is Agro Park. This area has an array of rare crops, fruits and animal diorama which consist of unique animals that have been con-served. East Java Park is suitable for family and school recreation. The recreation area sites offer precious tour as an alternative media of study.

21. Which of the following is TRUE in the passage?
- A. East Java Park offers less than 36 kinds of facilities that will entertain and educate the visitors.
 - B. There are also Historical Museum, Sumberawan Temple, and Agro Park.
 - C. East Java Park located in Jl. Kartini 5 Barn, East Java.
 - D. East Java Park is not suitable for children.
22. Whatis following statement is NOT TRUE about East Java Park ?
- A. East Java Park is located in East Java.
 - B. East Java Park is suitable for family and school recreation.
 - C. East Java Park consist Historical Park,Galvy Nusantara, and Agro Park.
 - D. Agro Park has an array of rare crops, fruits and animal diorama which consist of wild animals.

(Question 23 – 25)

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread

along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people's coming to the Losari beach.

Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

Losari is its waterfront of Makassar. The lengthy of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called the Pelataran Bahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this place, you are also free to view out to the sea and watch the sunset slowly turns reddish in the line of the horizon. The reflected light also creates sheen on the surface of sea water.

The Pelataran Bahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a racecourse jet ski, boat races and traditional boat jolloro katinting, or become a transit point of rely of Sandeq traditional sailboats and yachts.

In Losari there are also a few hotels. Some of them qualified as a tree stars hotel. The hotel is offering panoramic beauty of the sea with luxury service treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in Jalan Penghibur.

23. What is the main idea of the first paragraph?

- A. Losari Beach is a beautiful beach in Makassar
- B. Losari is its waterfront of Makassar.
- C. Karebosi Park is the centre of Makassar
- D. Losari Beach is a longest café in Asia.

24. The sentence "Losari is its waterfront of Makassar." in third paragraph implies....

- A. Losari is the area full water
- B. Losari is a beach that borders on Makassar
- C. Losari is one of the beach in Makassar
- D. Losari is a part of Makassar

25. Which of the following is NOT TRUE about the text ?

- A. The lengthy of Losari Beach is approximately one kilometer and it is a public space that can be accessed by anyone
- B. Losari is place that used to be longest café in Asia
- C. The beautiful sunset will be appear in every evening in Losari Beach
- D. Losari does not serve hotels to the visitors.

*Appendix 5***Answer Key**

1. C	11. C	21. A
2. A	12. D	22. D
3. C	13. C	23. A
4. B	14. A	24. B
5. D	15. D	25. D
6. B	16. B	
7. C	17. C	
8. A	18. C	
9. D	19. C	
10. B	20. A	




Appendix 6

THE POST-TEST INSTRUMENT FOR EXPERIMENTAL AND CONTROL CLASS

Mata Pelajaran : Bahasa Inggris
Kelas : X IPA/IPS
Waktu : 90 menit

Read a text carefully then answer the question by giving a cross mark (X) on the correct option (A, B, C or D)!


(Question 1 – 4)

The Borobudur Temple	
<p>Borobudur is Hindu – Budhist temple. It was build in the nineth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.</p> <p>Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46m high and consist of eight step like stone terrace. The first five terrace are square and surrounded by walls adorned with Budist sculpture in bas-relief. The upper three are circular.</p>	
<p>Each of them is with a circle of bell shape-stupa. The entire adifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and starways. The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.</p>	

- What is the main idea of the first paragraph ?
 - Borobudur is a Hindu-Budhis temple that located in Magelang, Central Java.
 - Borobudur is the one and only temple in Indonesia.
 - Borobudur temple is very awesome.
 - Borobudur is not a Budhis temple.
- Word “well-known” is similar meaning to
 - Friendly
 - Awesome
 - Fantastic
 - Famous

3. What is tense that used in the text ?
 - A. Simple Past Tense
 - B. Simple Present Tense
 - C. Simple Continuous Tense
 - D. Simple Perfect Tense
4. Which statement is TRUE according to the text ?
 - A. Borobudur is Hindu – Buddhist temple.
 - B. Borobudur is located in West Java.
 - C. Borobudur is build to remember of the Indonesian Patriots
 - D. Borobudur is rededicated as an Indonesian monument in 1973.

(Question 5 – 6)

Toba Lake	
<p>Toba Lake is a lake and supervolcano. The lake is 100 kilometers long, 30 kilometers wide, and up to 505 meters (1,666 ft) deep. Located in the middle of the northern part of the Indonesian island of Sumatra with a surface elevation of about 900 meters (2,953 ft). It is the largest lake in Indonesia and the largest volcanic lake in the world.</p> <p>Toba Lake is the site of a massive supervolcanic eruption estimated at VEI 8 that occurred 69,000 to 77,000 years ago, representing a climate-changing event.</p>	
<p>It is the largest known explosive eruption on Earth in the last 25 million years. According to the Toba catastrophe theory, it had global consequences for human populations: it killed most humans living at that time and is believed to have created a population bottleneck in central east Africa and India, which affects the genetic make up of the human world-wide population to the present.</p> <p>This hypothesis is not widely accepted because evidence is lacking for a decline or extinction of other animals, including species that are sensitive to changes in the environment. It has been accepted that the eruption of Toba led to a volcanic winter with a worldwide decrease in temperature between 3 to 5 °C (5.4 to 9.0 °F), and up to 15 °C (27 °F) in higher latitudes.</p>	

5. The word “not widely” in line 15 means
 - A. Limited
 - B. Extensive
 - C. Large
 - D. Big
6. Which is the paragraph that show the description of the text ?
 - A. Paragraph 1-2
 - B. Paragraph 2-4
 - C. Paragraph 3

D. All paragraphs

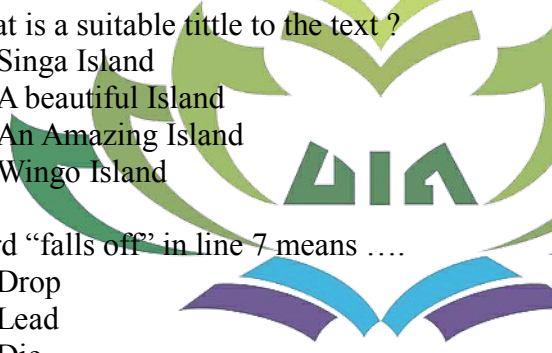
(Question 7 – 11)

The island of Wingo is by the island of Singa. In the water around Wingo Island, there are hundreds of sharks. They are so many that the water bubbles like a whirlpool. People can only get to Wingo Island by boat. The boat has a rocket on it. The rocket takes people over the sharks and into the island.

Wingo Island has no sand but it has green moss. At night the moss like stars. Tall stars called Fruji grow everywhere. The Fruji trees have purple leaves at the top and yellow fruit all over them. When a fruit falls off, another tree grows in a minute.

The weather on Wingo Island is very hot but at twelve o'clock, everyday, it rains. Sometimes, there are windstorms. They happen when too many animals fly around the same time. People who stay on Wingo Island sleep in a big-gloo. It is like an igloo but it is on long poles. It has a ladder to get up and a slide to come down. The big-gloo has a moss bed, chairs, and tables that are made of Fruji tress.

There is no television on Wingo Island. So, there is the telephone and computer. It is place to listen to the leaves whispering. It is a place to lie on soft green moss and look at the clouds. It is really a place to dream.

- 
7. What is a suitable tittle to the text ?
 - A. Singa Island
 - B. A beautiful Island
 - C. An Amazing Island
 - D. Wingo Island
 8. Word “falls off” in line 7 means
 - A. Drop
 - B. Lead
 - C. Die
 - D. Grow
 9. “People can only get to Wingo Island by boat.”
The sentence implies that Wingo Island is ...
 - A. Near to other island
 - B. Close to another island
 - C. Near to another island
 - D. Far from other island
 10. What is the story about ?
 - A. A lake
 - B. A river
 - C. An Island
 - D. An Animal

11. "The island of Wingo is by the island of Singa."
The sentence is part of descriptive text.

A. Tittle
B. Identification
C. Description
D. Event

(Question 12 - 13)

Raja Ampat Island

Raja Ampat or 'Four Kings', is the name given to some islands in West Papua and comes from a local myth. The four major islands are Waigeo, Misool (which is home to ancient rockpainting), Salawati, and Batanta. Raja Ampat is located in the bird head of the island of Papua. Underwater enthusiasts flock to this region because it offers the world's best marine sight. In the Raja Ampat islands, divers can explore vertical underwater walls. The thrill of drift diving is another great challenge. The territory within the islands of the Four Kings is enormous, covering 9.8 million acres of land and sea, home to 540 types of corals, more than 1,000 types of coral fish and 700 types of mollusks. This makes it the most diverse living library for world's coral reef and underwater biota. According to a report developed by The Nature Conservancy and Conservation International, around 75% of the world's species live here.

When divers first arrive here their excitement is palpable. It's common to hear people praise God as they take in the remarkable scenery. Others prefer to remain in silence taking in the overwhelming sight of so many islands with crystal clear water that softly brushes over the white sandy beaches.

12. "In the Raja Ampat Islands, divers can explore vertical underwater walls"
The underlined word is closed meaning to

A. Examine
B. Hole
C. Find
D. Search

13. The text is about ... of Raja Ampat.

A. size of the islands
B. scenery on the islands
C. underwater beauty
D. amazing view

(Question 14 - 15)

Bali is an island in the Indonesia archipelago. It is in the south of the equator and has warm weather all the year. The rainy season is November to April, but it can rain anytime. Bali is 120 kilometers wide from east to west and 80 kilometers from north to south, so everywhere is quite close to the sea. Bali is shaped like a diamond. Mount Agung, a volcano, is 3,142 meters high and is visible from far away. Most of the people are Hindus. There are many temples and many religious festivals.

Tourism is the most important industry. Many tourists visit Bali to see beautiful scenery and interesting festivals, to swim in the warm seas, to look at beautiful mountains and valleys, and to shop for inexpensive and beautiful clothes, paintings, and wood crafts.

14. "Most of the people are Hindus"
The sentence implies that ...
- A. The minority of religion in Bali is Hindu.
 - B. Hindus is a majority of religion in Bali
 - C. Islam in Bali is minority
 - D. Most of the people in Bali is Budhist.
15. What tense is used in the text ?
- A. Simple past tense
 - B. Simple present tense
 - C. Simple future tense
 - D. Simple present perfect tense

(Question 16 - 18)

The YogyaKembali Monument is located in Yogyakarta. It is three kilometers north of the Yogya city centre in the Jongkang village of the Sleman Regency. The monument was inaugurated on June 29th, 1985 to commemorate the historic Indonesian struggle for independence. YogyaKembali means Yogya Returns, as a reminder of the returning of the Indonesian Republic Government.

There are two sections of the YogyaKembali Monument. The first section of the Cureng Aircraft is on the eastern gate, while the other section of Guntai Aircraft stands closer to the western entrance of the monument. The Monument has two wheeled-machine guns which can be seen from a podium towards the eastern and the western side. In the southern end of the yard, there is a wall engraved with 420 names of freedom fighters who lost their lives during a great struggle, from December 19th, 1948 to June 29th, 1949. A poem by Chairil Anwar, titled KarawangBekasi, is written on one side of the wall dedicated to these unknown patriots.

The YogyaKembali Monument is surrounded by fish ponds. It is divided into four alleys which lead to the main building. The main building consists of different floors displaying a wide range of collections during and after the war times. It shows dioramas, carved reliefs or collection of clothes and weapons.

16. The first paragraph is mostly talking about ...
- A. History of The Yogya Kembali Monument
 - B. Location of The Yogya Kembali Monument
 - C. Specification of The Yogya Kembali Monument
 - D. The story o The Yogya Kembali Monument
17. Which statement is TRUE ?
- A. The Yogya Kembali Monument is located in East Java
 - B. There are three sections of The Yogya Kembali Monument
 - C. The Yogya Kembali Monument is surrounded by fish ponds.

- D. The monument was inaugurated on June 29th, 1995 to commemorate the historic Indonesian struggle for independence.
18. Which is following statement is NOT TRUE about The Yogya Kembali Monument?
- A. The Monument has two wheeled-machine guns which can be seen from a podium
 - B. There is a poem by Chairul Anwar.
 - C. Yogya Kembali Monument is a reminder of the returning of the Indonesian Republic Government.
 - D. There is more than 420 names of freedom fighters who lost their lives during a great struggle, from December 19th, 1948 to June 29th, 1949

(Question 19 - 20)

Venice is a city in northern Italy. It has been known as the “Queen of the Adriatic”, “City of Bridges”, and “The City of Light”. The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorist waterbuses which ply regular routes along the major canals and between the city’s islands. The city has many private boats. The only gondolas still in common use by Venetians are the Traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges.

19. “It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies” (line 1, paragraph 3)
The underlined word refers to
- A. Canals
 - B. Venice
 - C. Gondola
 - D. Transport
20. What is the purpose of the text ?
- A. To inform that Venice is a good city
 - B. To explain about history of Venice
 - C. To describe about Venice as a city in Italy
 - D. To entertain the reader

(Question 21 - 22)**Orchard Road**

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

21. Which of the following is TRUE about Orchard Road?
- A. Orchard road is infamous place at Singapore
 - B. Orchard road became business and entertainment center since 1974
 - C. At first Orchard Road is a crowded settlement
 - D. The shopping area provides a wide range of Things, food, and entertainment
22. Which is following statement is NOT TRUE about Orcard Road?
- A. Orchard Road is a place of business and entertainment centre
 - B. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction
 - C. Orchard Road is located in Singapore
 - D. Orchard Road has a shopping centre and it was build in 1970

(Question 23 – 25)

Kediri is a name of a town. It is situated in a valley between the Kelud and Wilis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok mountain. Because of the topography of the region, Kediri is called a chili town by the locals. There is a big river called Brantas cutting off the center of the town.

Besides temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is a delicacy of Kediri and has a distinctive taste. The cigarette factory dominates the town's economy and employs the majority of the women labor force. Kediri and the cigarette factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

23. What is the text tells about?
 - A. The history of Kediri
 - B. The people of Kediri
 - C. The famous products of Kediri
 - D. The description of Kediri
24. Which of the following implies about Kediri ?
 - A. Cigarette is a famous product of Kediri
 - B. Kediri is a town in Central Java
 - C. There are no temple in Kediri
 - D. Most people in Kediri work as a farmer
25. Which statement is NOT TRUE according to the text ?
 - A. Kediri is famous for its tofu or bean curd.
 - B. Kediri is located between Kelud and Wilis Mountain
 - C. Kediri and the cigarette factory are inseparable and it is considered the biggest cigarette factory in Indonesia
 - D. Most people in Kediri work in textile factory

*Appendix 7***Answer Key**

1. A	11. D	21. D
2. D	12. A	22. D
3. B	13. C	23. D
4. A	14. B	24. A
5. A	15. B	25. D
6. D	16. B	
7. A	17. C	
8. C	18. D	
9. C	19. C	
10. B	20. C	



Appendix 8

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS - WAJIB
Kelas : X
Kompetensi Inti :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar	<p>Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri</p> <p><i>Fungsi sosial</i></p> <p>Menjalin</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jati diri Ketepatan unsur 	2 x 2 JP	<ul style="list-style-type: none"> <u>Audio CD/ VCD/DVD</u> <u>SUARA GURU</u> <u>Koran/ majalah berbahasa</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.</p> <p>3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan</p>	<p>hubungan dengan guru, teman dan orang lain</p> <p><i>Ungkapan</i></p> <p><i>My name is... I'm ... I live in ... I have ... I like</i> dan sebagainya</p> <p><i>Unsur kebahasaan:</i></p> <p>(1) Kata terkait dengan hubungan kekeluargaan dan kekerabatan, profesi pekerjaan, hobi.</p> <p>(2) Kata kerja dalam simple present tense: <i>be</i>, <i>have</i> dalam simple present tense</p> <p>(3) Kata tanya <i>What? Who? Which?</i></p>	<p>digunakan.</p> <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari pemaparan jati diri dari berbagai sumber. Siswa berlatih memaparkan jati diri dengan teman melalui simulasi. Siswa berlatih memaparkan jati diri melalui tulisan <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokkannya 	<p>kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog yang menyebutkan jati diri didepan kelas Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam 		<p><u>Inggris</u></p> <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	<p>(4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku terbuka, menghargai perbedaan, perdamaian.</p>	<p>berdasarkan penggunaan.</p> <ul style="list-style-type: none"> Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa mendemonstrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (<i>learning journal</i>). 	<p>melaksanakan Komunikasi</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal,</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			format khusus, komentar, atau bentuk penilaian lain		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memujibersayap serta responnya, sesuai dengan</p>	<p>Teks lisan dan tulis untuk memujibersayap (extended) serta responnya</p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p><i>Ungkapan</i></p> <p>"Excellent! You really did it well, Tina." "That's nice, Anisa. I really like it." "It was great. I like it, thank you,"</p> <p><i>Unsur kebahasaan:</i></p> <p>Ucapan, tekanan kata, intonasi</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi memuji bersayap. Siswa mengikuti interaksi memuji bersayap. Siswa menirukan model interaksi memuji bersayap Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p>	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks memuji bersayap Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan pujian dan responnya . Ketepatan dan 	1 x 2 JP	<ul style="list-style-type: none"> Audio CD/ SUARA GURU Koran/ majalah ber www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
konteks penggunaannya. 4.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.		<p>Mengeksplorasi</p> <p>Siswa memuji bersayap dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (<i>learning journal</i>). 	<p>kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyatakan pujian dan responnya ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunandan kepedulian dalam melaksanakan Komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menunjukkan perhatian (care), serta responnya, sesuai dengan konteks penggunaannya.</p>	<p>Teks lisan dan tulis untuk menunjukkan perhatian (care)</p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p><i>Ungkapan</i></p> <p>Ungkapan untuk memberi perhatian dan cara meresponnya: <i>You look pale . Are you OK? Not, really. I've got a headache.</i></p> <p><i>Unsur kebahasaan:</i></p> <p>Ucapan, tekanan kata, intonasi</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi menunjukkan perhatian. Siswa mengikuti interaksi menunjukkan perhatian. Siswa menirukan model interaksi menunjukkan perhatian. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menunjukkan perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks menunjukkan perhatian Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan untuk menunjukkan perhatian Ketepatan dan 	1 x 2 JP	<ul style="list-style-type: none"> Audio CD/ SUARA GURU Koran/ majalah ber www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.3. Menyusun teks lisan dan tulis untuk mengucapakan dan merespon ungkapan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.		<p>dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menunjukan perhatiandengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menunjukan perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menunjukan perhatian dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menunjukan perhatian dalam jurnal belajar (<i>learning journal</i>). 	<p>kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ungkapan untuk menunjukan perhatian</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menunjukan perhatian (care) ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			Komunikasi		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan</p>	<p>Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu</p> <p><i>Fungsi Sosial</i></p> <p>Menyatakan rencana</p> <p><i>Struktur Teks</i></p> <p>'I'd like to tell my name,' I will tell him about my job, I'm going to introduce my friend</p> <p><i>Unsur Kebahasaan</i></p> <p>Kata kerja <i>I'd like to ... , I will ... , I'm going to ...</i>; tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakan tentang niat melakukan sesuatu dalam berbagai konteks Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang menyatakan dan menanyakan tentang niat melakukan sesuatu dengan bimbingan guru Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan</p>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks pernyataan dan pertanyaan tentang niat melakukan sesuatu Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observasi)</p> <p>Bukan penilaian formal seperti tes, tetapi untuk</p>	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya</p> <p>4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>	<p>yang jelas dan rapi.</p>	<p>antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks simulasi, role-play dan kegiatan lain yang terstruktur Siswa berusaha menyatakan dan bertanya tentang niat melakukan sesuatu <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan antara ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain. Siswa membandingkan ungkapan menyatakan dan 	<p>tujuan memberi balikan.</p> <ul style="list-style-type: none"> Upaya menggunakan Bahasa Inggris untuk menyatakan dan menanyakan tentang niat melakukan sesuatu ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris dan dalam bahasa Indonesia</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Setiap menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dalam bahasa Inggris di dalam dan di luar kelas Siswa menuliskan permasalahan dalam jurnal belajar (<i>learning journal</i>) 			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan</p>	<p>Teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended)</p> <p><i>Fungsi Sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan beberapa pesan yang berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah). Siswa membacakan contoh-contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks ucapan selamat bersayap Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://america.nenglish.state

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>cinta damai, dalam melaksanakan Komunikasi fungsional</p> <p>3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan konteks penggunaannya.</p> <p>4.5. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamatbersayap (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan</p>	<p><i>Struktur text</i></p> <p>Ungkapan baku dari sumber-sumber otentik.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata dan tata bahasa baku</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku peduli dan cinta damai.</p>	<p>ciri-ciri pesan yang berisi ucapan selamat (fungsi sosial, struktur teks, dan unsur kebahasaan).</p> <p>Mempertanyakan(questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pesan yang berisi ucapan selamat dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri dan dalam kelompok mencari ucapan selamat yang lain dari berbagai sumber Siswa bergantian membacakan ucapan selamat dengan unsur kebahasaan yang tepat 	<ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan <i>role-play</i>(bermain peran) menggunakan ungkapan berbentuk pesan berisi ucapan selamat serta responnya dalam situasi nyata Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ucapan selamat bersayap serta responnya <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk</p>		<p>gov/files/ae/resource_files</p> <ul style="list-style-type: none"> http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
konteks.		<ul style="list-style-type: none"> Siswa mengucapkan dan merespon ucapan selamat yang disampaikan teman dan guru. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan berbagai ucapan selamat terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa berkreasi membuat teks-teks ucapan selamat dan menyampaikannya di depan guru dan teman untuk mendapat <i>feedback</i>. Siswa membuat kartu ucapan selamat Siswa memperoleh <i>feedback</i> 	<p>tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi ucapan selamat Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. Kumpulan karya siswa yang mendukung proses penulisan teks ucapan selamat berupa: draft, revisi, 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dari guru dan teman sejawat	<p>editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan</p>	<p>Tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya (Past Simple dan Present Perfect Tense)</p> <p><i>Fungsi sosial</i></p> <p>Menyatakan dan menanyakan tentang</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat <i>Past Simple</i> dan <i>Present perfect tense</i>, dalam berbagai konteks. Siswa berinteraksi menggunakan kalimat <i>Past Simple</i> dan <i>Present perfect tense</i> selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, Dengan bimbingan dan arahan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kelengkapan dan keruntutan struktur teks Kesesuaian format penulisan/penyampaian <p>Cara Penilaian:</p>	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learneng

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>komunikasi transaksional dengan guru dan teman.</p> <p>3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.</p> <p>4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di</p>	<p>tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya</p> <p><i>Struktur teks</i></p> <p><i>I had plowed into a big green Buick. I hollered farewells to my friends and poured myself into the car</i></p> <p><i>My friend has prepared everything before we left</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Past Simple, Present Perfect</p> <p>(2) Tata bahasa, ucapan, tekanan kata,</p>	<p>guru, siswa mengidentifikasi ciri-ciri kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, (fungsi sosial, struktur teks, dan unsur kebahasaan).</p> <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai <i>past simple</i> dan <i>present perfect</i> yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur. Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang 	<p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi penilaian balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar Kumpulan hasil tes 		<p>lish.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.	intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi. <i>Topik</i> Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.	dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran. Mengasosiasi <ul style="list-style-type: none"> Siswa membandingkan kalimat <i>PastSimple</i> dan <i>Present Perfect tense</i> yang telah dipelajari dengan ungkapan-ungkapan lainnya. Siswa membandingkan antara kalimat <i>PastSimple</i> dan <i>Present Perfect tense</i> dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia. Mengkomunikasikan <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu 	dan latihan. <ul style="list-style-type: none"> Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya. 			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli,</p>	<p>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p><i>Fungsi sosial</i></p> <p>Membanggakan, mengenalkan, mengidentifikasi,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan/ menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. Siswa menirukan contoh secara terbimbing. Siswa belajar menemukan gagasan pokok, informasi rinci 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks deskriptif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan 	9 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyengl

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah</p>	<p>memuji, mengkritik, mempromosikan, dsb.</p> <p><i>Struktur text</i></p> <p>(1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah</p>	<p>dan informasi tertentu dari teks</p> <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. Siswa menyunting teks deskripsi 	<ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal didepan kelas / berpasangan Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta 		<p>ish.com</p> <ul style="list-style-type: none"> http://america.nenglish.state.gov/files/ae/re_source_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>jarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>terkenal.</p> <p>yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasi</p>	<p>yang diberikan guru dari segi struktur dan kebahasaan</p> <ul style="list-style-type: none"> Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari <p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. 	<p>damai, dalam melaksanakan Komunikasi</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif. Kumpulan karya siswa yang mendukung proses penulisan teks deskriptif berupa: draft, revisi, editing 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>kan secara lisan.</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.</p>	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya Siswa menyunting deskripsi yang dibuat teman. Siswa menyampaikan deskripsinya di depan guru dan temandan mempublikasikannya di mading. Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai. Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami. Siswa dapat menggunakan 'learning journal' 	<p>sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>), sesuai dengan konteks penggunaannya.</p>	<p>Teks tulis berbentuk <i>announcement</i> (pemberitahuan)</p> <p><i>Fungsi sosial</i></p> <p>Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar informasi antara guru, siswa, kepala sekolah, dan staf administrasi</p> <p><i>Struktur Teks</i></p> <p>Ungkapan yang lazim digunakan dalam teks <i>announcement</i> di media massa maupun di internet, secara urut dan runtut.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca teks <i>announcement</i> dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. Siswa mencoba menirukan pengucapannya dan menuliskan teks yang digunakan. Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses <i>skimming</i> dan <i>scanning</i> untuk mendapatkan informasi khusus. <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks pemberitahuan dalam bahasa Inggris, perbedaan teks pemberitahuan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan</p>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks <i>announcement</i> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/penyampaian <p>Cara Penilaian</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk pemberitahuan (<i>announcement</i>) di depan kelas Ketepatan dan kesesuaian dalam menggunakan struktur teks dan 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.11. Menangkap makna pemberitahuan (<i>announcement</i>).</p> <p>4.12. Menyusun teks tulis pemberitahuan (<i>announcement</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>Unsur kebahasaan</i></p> <p>Kosa kata, tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi</p> <p><i>Multimedia:</i></p> <p>Layout, dekorasi, yang membuat tampilan teks lebih menarik</p>	<p>ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari teks lain untuk mendengarkan/membaca teks <i>announcement</i> dengan strategi yang digunakan dari berbagai sumber. Siswa berlatih membaca teks <i>announcement</i> dengan strategi yang digunakan bersama teman <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis teks <i>announcement</i> dengan memperhatikan format penulisannya melalui strategi yang digunakan. Siswa membandingkan teks <i>announcement</i> yang didengar/dibacakan dari guru dengan yang dipelajari dari berbagai sumber lain. Secara berkelompok siswa mendiskusikan teks <i>announcement</i> yang mereka temukan dari sumber lain. 	<p>unsur kebahasaan dalam teks pemberitahuan (<i>announcement</i>)</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan komunikasi perilaku tanggung jawab, peduli, kerjasama, dan cinta <p>damai, dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat teks <i>announcement</i> dalam kerja kelompok Siswa menyampaikan pemberitahuan secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks Membuat jurnal belajar (<i>learning journal</i>) 	<p>tahapan</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks pemberitahuan Kumpulan karya siswa yang mendukung proses penulisan teks pemberitahuan berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			penilaian lain		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i> sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan</p>	<p>Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.</p> <p><i>Struktur</i></p> <p>a. Menyebutkan tindakan/peristiwa/kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan/kejadian/peristiwa secara kronologis, dan runtut</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks <i>recount</i> tentang pengalaman/kegiatan/kejadian/peristiwa yang diberikan/diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <i>recount</i> <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,. Siswa mempertanyakan mengenai gagasan pokok 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks <i>recount</i> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/penyampaian <p>Cara Penilaian</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk <i>recount</i> dalam kelompok / berpasangan/ didepan kelas Ketepatan dan kesesuaian dalam menggunakan 	7 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
konteks penggunaannya. 4.13. Menangkap makna dalam teks <i>recount</i> lisan dan tulis sederhana. 4.14. Menyusun teks <i>recount</i> lisan dan tulis sederhana tentang pengalaman/ kegiatan/kejadian/ peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks	c. Jika perlu, ada kesimpulan umum. <i>Unsur kebahasaan</i> (1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan. (2) Penyebutan kata benda (3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara	informasi rinci dan informasi tertentu dalam <i>recount</i> Mengeksplorasi <ul style="list-style-type: none"> Siswa mencari beberapa text <i>recount</i> dari berbagai sumber. Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks Siswa membacakan teks <i>recount</i> kepada teman dengan menggunakan unsur kebahasaan yang tepat Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi text <i>recount</i>. Siswa secara berkelompok menuliskan /menyalin teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/ kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut 	struktur teks dan unsur kebahasaan dalam teks <i>recount</i> Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: <ul style="list-style-type: none"> kesantunan saat melakukan tindakan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Kesungguhan siswa dalam proses pembelajaran di setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca Portofolio <ul style="list-style-type: none"> Kumpulan catatan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>lisan</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.</p>	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa saling menganalisis teks <i>recount</i> tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. • Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat teks <i>recount</i> sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempresentasikannya di kelas 	<p>kemajuan belajar berupa catatan atau rekaman monolog teks <i>recount</i>.</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mendukung proses penulisan teks <i>recount</i> berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain • Siswa diberikan pelatihan sebelum dituntut untuk 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber. Siswa membuat jurnal belajar (<i>learning journal</i>) 	melaksanakannya.		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9. Menganalisis fungsi sosial,</p>	<p>Teks naratif lisan dan tulis berbentuk legenda sederhana.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.</p> <p><i>Struktur</i></p> <p>a. Pengenalan tokoh dan setting</p> <p>b. Kompleksi terhadap tokoh utama</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari cerita legenda Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks naratif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk teks 	6 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://america.nenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana</p>	<p>c. Solusi dan akhir cerita</p> <p><i>Unsur kebahasaan</i></p> <p>(3) Kata-kata terkait karakter, watak, dan setting dalam legenda</p> <p>(4) Modal auxiliary verbs.</p> <p>(4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(6) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku dan nilai-nilai luhur dan</p>	<p>dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <ul style="list-style-type: none"> Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca beberapa text legenda dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa melengkapi rumpang dari beberapa teks legenda sederhana Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut Siswa membacakan teks recount kepada teman dengan 	<p>naratif dalam kelompok / berpasangan/ didepan kelas</p> <ul style="list-style-type: none"> Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi Ketepatan dan kesesuaian menggunakan strategi dalam membaca Kesungguhan siswa dalam proses 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	budaya.	<p>menggunakan unsur kebahasaan yang tepat</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyampaikan informasi fungsi sosial, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks legenda. • Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. 	<p>pembelajaran di setiap tahapan</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif • Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. Siswa membuat 'learning journal' 	penilaian lain		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.16. Menangkap</p>	<p>Lagu sederhana</p> <p><i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, mengajarkan pesan moral</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang didengar <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu <p>Mengeksplorasi</p>	<p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD www.youtube SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

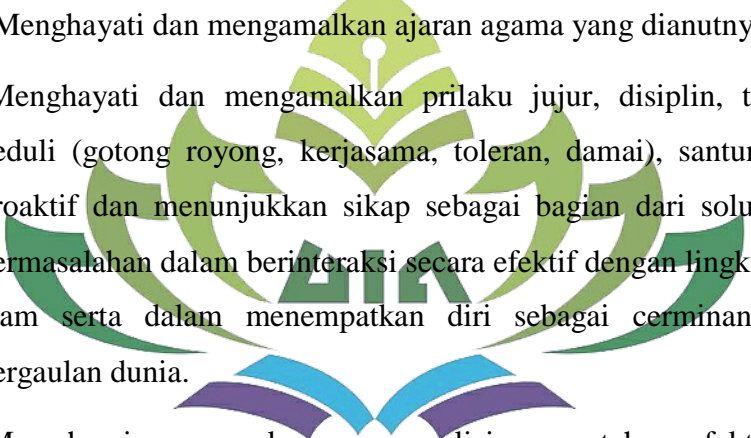
Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
makna lagu sederhana.	<p>rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku yang menginspirasi.</p>	<ul style="list-style-type: none"> Siswa membacakan lirik lagu yang disalin kepada teman sebangku Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat Siswa berdiskusi tentang pesan lagu yang didengar <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar Siswa membuat kumpulan lagu-lagu yang bertema perdamaian <p>menyajikan</p> <ul style="list-style-type: none"> Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalisis tentang pesan di dalam lagu-lagu tersebut Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat. 	<p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.</p>		

Appendix 9

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMAN 1 Bangunrejo
Kelas/Semester : X / Ganjil
Mata Pelajaran : Bahasa Inggris
Topik : *Descriptive Text About Tourism Place*
Alokasi Waktu : 2 X 45 Menit
Pertemuan ke : 1 (satu) (*Experimental class*)

A. Kompetensi Inti

- 
- KI1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kemandirian, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

Indikator:

- 3.7.1. Mengidentifikasi ciri-ciri *descriptive text* (fungsi sosial, struktur teks, dan unsur kebahasaan).
- 3.7.2. Menyebutkan nama tempat wisata dan nama bagian-bagiannya yang dipilih untuk dideskripsikan dalam bahasa Inggris.
- 3.7.3. Membaca teks dengan benar sesuai dengan *pronoun* dalam Bahasa Inggris dan menjawab pertanyaan yang berkaitan tentang teks tersebut.

C. Tujuan Pembelajaran.

Pada saat dan setelah pembelajaran *Descriptive Text*, siswa mampu:

1. Mengidentifikasi ciri-ciri *Descriptive Text* (fungsi sosial, struktur teks, dan unsur kebahasaan).
2. Membedakan antara jenis-jenis teks deskriptif.
3. Menyebutkan nama tempat wisata dan nama bagian-bagiannya yang dipilih untuk dideskripsikan dalam bahasa Inggris.
4. Membaca teks dengan benar sesuai dengan *pronoun* dalam Bahasa Inggris dan menjawab pertanyaan yang berkaitan tentang teks tersebut.
5. Membuat siswa lebih termotivasi dalam membaca teks deskriptif Bahasa Inggris.

6. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
7. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.

D. Materi Pembelajaran

Descriptive text is a text that describes a particular person, place, or things. Its purpose is to give information that needed about person, place, or things specifically.

Struktur teks

- a. Identification : In this part introduces to the subject of the description.
- b. Description : In this part gives detail of the characteristic features of the subject. It may describe parts, qualities, characteristics, size, physical appearance, ability, habit daily life, etc.

Examples :

Way Kambas National Park



Way Kambas National Park is a national park for elephant sanctuary located in Lampung precisely in the Labuhan Ratu sub district, East Lampung, Indonesia. Way Kambas National Park, established in 1985, is the first school for elephant in Indonesia. In the beginning of its establishment, Way Kambas National Park was named the Elephant Training Center / *Pusat Latihan Gajah* (PLG), but the last few years this name was changed into Elephant Conservation Center / *Pusat Konservasi Gajah* (PKG), which is expected to become a center for elephant conservation in

taming, training, breeding and conserving elephants. Until now, this PKG has trained for about 300 elephants which have been deployed to all over the country.

In Way Kambas National Park, there are some endangered animals such as Sumatran Rhinos, Sumatran elephant, Sumatran tiger, Mentok Rimba, and Buaya sepi. There are also so some plants which are mostly found there such as Api-api, Pidada, Nipah, and Pandan. On the marshy coasts of Way Kambas National Park is often found various species of birds, such as, Lesser Adjutant, Pheasant Blue, Kuau Raja, Pependang Timur, and some other birds.

Adapted from :<http://www.indonesia.travel/en/destination/area/way-kambas-national-park>

Some Criterias are commonly used in Reading Comprehension

- 
1. Main idea (topic)
 2. Expression/idiomphrase in context
 3. Inference (implied detail)
 4. Grammatical feature
 5. Detail (scanning for a specifically stated detail)
 6. Excluding fact not written (unstate detail)
 7. Supporting idea
 8. Vocabulary in context

E. Metode Pembelajaran : *Choral Reading*

F. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Siswa menjawab sapaan guru, berdoa, dan mengondisikan diri siap belajar. 2. Siswa dan guru bertanya jawab berkaitan dengan teks deskriptif. 3. Siswa menyimak tujuan pembelajaran dan penjelasan tentang manfaat menguasai materi pembelajaran. 4. Siswa menyimak cakupan materi pembelajaran yang disampaikan dengan baik. 	10 menit
Inti mengorientasi peserta didik pada masalah, mengorganisasikan kegiatan pembelajaran, membimbing penyelidikan mandiri, mengembangkan dan menyajikan, analisis dan evaluasi	Mengorientasi Siswa pada masalah <ol style="list-style-type: none"> 1. Dalam <i>Choral Reading</i>, Siswa membentuk kelompok yang berisi 4 sampai 5 orang, 2. Kemudian Siswa membaca contoh teks deskriptif tentang tempat wisata. 3. Siswa membaca nama-nama bagian tempat wisata sesuai dengan Bahasa Inggris yang benar selama proses pembelajaran, dan guru sebagai <i>Fluent Reader</i>. 4. Siswa menjawab pertanyaan-pertanyaan yang berkaitan dengan teks tersebut sesuai dengan kriteria dalam <i>reading comprehension</i>. Melakukan observasi, siswa: <ol style="list-style-type: none"> 1. Dengan bimbingan dan arahan guru, Siswa mengidentifikasi ciri-ciri 	70 menit

	<p><i>descriptive text</i> (fungsi sosial, struktur teks, dan unsur kebahasaan).</p> <p>Merumuskan masalah</p> <p>Siswa merumuskan masalah:</p> <ol style="list-style-type: none"> 1. Bagaimana ciri-ciri <i>descriptive text</i> (fungsi sosial, struktur teks, dan unsur kebahasaan) dengan saling menghargai pendapat teman dan bahasa yang santun. 2. Dengan bimbingan dan arahan guru, Siswa mempertanyakan antara lain perbedaan antar berbagai <i>Descriptive Text</i> <p>Mencoba</p> <ol style="list-style-type: none"> 1. Dalam <i>Choral-Reading</i> siswa berkelompok untuk membaca contoh <i>descriptive text</i> tentang <i>tourism place</i> (tempat wisata) secara bersama-sama (<i>unison</i>). 2. Siswa menyimak arahan guru sebagai <i>fluent reader</i> dalam membaca teks. 3. Siswa mencoba menirukan membaca teks sesuai arahan guru. 4. Siswa membaca teks bersama-sama (<i>unison</i>) setiap kelompok dengan batasan satu kelompok membaca satu paragraf. 5. Siswa menganalisis <i>main idea</i> dan unsur lainnya yang berkaitan dengan teks dan 	
--	--	--

	<p>menjawab pertanyaan guru sesuai dengan teks.</p> <p>Menyimpulkan</p> <ol style="list-style-type: none"> 1. Siswa membaca teks tentang <i>tourism place</i> secara individu tanpa arahan guru dan menyimpulkan maksud dari teks tersebut. 	
Penutup	<ol style="list-style-type: none"> 1. Siswa menyimpulkan materi yang telah dipelajari 2. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi. 3. Siswa melakukan evaluasi pembelajaran. 4. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai. 5. Siswa menyepakati tugas yang harus dikerjakan berkaitan tentang teks deskriptif tentang <i>tourism place</i>. 	10 menit

G. Alat, Sumber, dan Media Pembelajaran:

Alat : Spidol, contoh teks deskriptif tentang *tourism place*, dan papan tulis

Sumber :Buku Bahasa Inggris. Hllena I. R Agustien, dkk. Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. 2016.hal 46 dan internet

Media : a piece of text.

H. Penilaian

No	Indikator pencapaian kompetensi	Teknik penilaian	Bentuk instrumen	Instrument/soal
1.	Mengidentifikasi ciri-ciri teks deskriptif dan menjawab pertanyaan berdasarkan teks yang diberikan tentang <i>tourism place</i> .	Tes tulis	Multiple choise	Choose the best answer of the following question based on the text !

Choose the best answer of the following question based on the text !

Kiluan Bay



Kiluan Bay is a tourist attraction which is located in Kiluan village, Kelumbayan sub district, Tanggamus district, South Lampung. Kiluan Bay is about 80 kilometers from Bandar Lampung city center or three to four hour if you go there by car. This is the place of migration for a bunch of mouth bottles dolphins.

This bay has stunning natural landscape and coast. The sand beach which is spreading out there is white and gentle. It is quite harmonious with the blue color of the sea. Besides swimming and snorkeling, in this bay you can also see the attractions from a group of dolphins. The attractions of a group of dolphins can usually be seen around 06:00 to 10:00 in the morning. However, to watch the attractions you must first rent a small boat or Jukung.

By using the small boat or Jukung, you will be brought into the middle of the see where the dolphins gather. It takes around twenty five minutes from the coast. From close distance, you can see a group of dolphins which swim and even jump on the side of the coming boat as if they welcomed your coming.

Adapted from : http://www.indonesia-tourism.com/lampung/kiluan_bay.html

1. What is the text talking about ?
 - a. Tourism Place in Lampung
 - b. Kiluan Bay
 - c. Kiluan Bay is a tourist attraction in Lampung
 - d. Kiluan Bay is a tourism place to see an attraction of a group of dolphins.
2. Where is the location of Kiluan Bay ?
 - a. South Lampung
 - b. West Lampung
 - c. East Lampung
 - d. North Lampung
3. What does the mean of “It is quite harmonious with the blue color of the sea” ?
 - a. Kiluan Bay has so bad view with the natural landscape and dark color of the sea.
 - b. Kiluan Bay has so beautiful view with the natural landscape and blue color of the sea.
 - c. Kiluan Bay is so amazing place in Lampung
 - d. Kiluan bay has not interest tourism place
4. Which of the following is TRUE about Kiluan Bay ?
 - a. Kiluan Bay is a place of sharks attraction.
 - b. Kiluan Bay is located in Pahawang village, Kelumbayan sub district, Tanggamus district, South Lampung
 - c. The attractions of a group of dolphins can usually be seen around 06:00 to 10:00 in the morning.
 - d. Kiluan Bay is just place to see dolphins attraction, not to swimming.
5. What is time an attraction of dolphins begin ?
 - a. Around 06.00 to 10.00 p.m
 - b. Around 05.00-08.00 a.m
 - c. Around 06.00 – 09.00 a.m
 - d. Around 06.00 – 10.00 a.m

Answer key :

1. D 2. A 3. B 4. C 5. D

a. Rubrik Penilaian :

Uraian	skor
Setiap item jawaban benar	20
Jawaban salah	0
Tidak menjawab	0

b. Pedoman penilaian:

Total item : 5
 Setiap nomor, tiap jawaban benar skor : 20
 Nilai maksimal : 100
 Nilai siswa : $\frac{\text{Nilai perolehan}}{\text{Nilai maksimal}} \times 100$

Mengetahui,
Guru Mata Pelajaran,

Bandar Lampung, 2017
Mahasiswa Peneliti,

Nuryanti, S.S
NIP.

Hasri Wahyu Ningsih
NPM. 1311040208

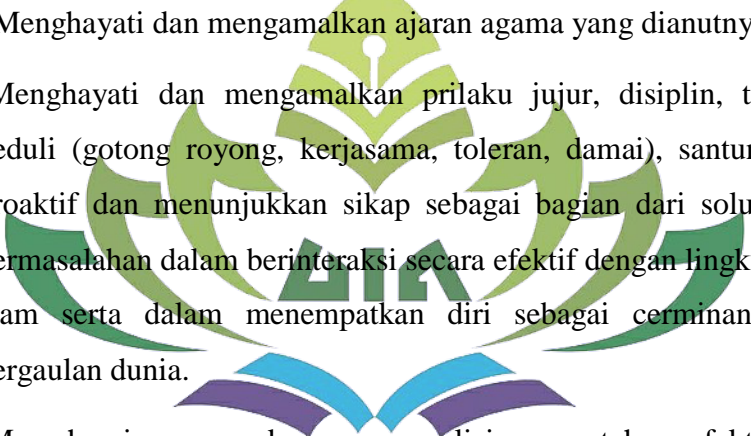
Menyetujui,
Kepala SMAN 1 Bangunrejo

SALAM, S.Pd
NIP. 19640708199903 1005

*Appendix 10***RENCANA PELAKSANAAN PEMBELAJARAN**

Satuan Pendidikan : SMAN 1 Bangunrejo
Kelas/Semester : X / Ganjil
Mata Pelajaran : Bahasa Inggris
Topik : *Descriptive Text About Tourism Place*
Alokasi Waktu : 2 X 45 Menit
Pertemuan ke : 2 (dua) (*Experimental class*)

A. Kompetensi Inti

- 
- KI1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
 KI2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
 KI3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kemandirian, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
 KI4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

Indikator:

- 3.7.1. Mengidentifikasi ciri-ciri *descriptive text* (fungsi sosial, struktur teks, dan unsur kebahasaan).
- 3.7.2. Menyebutkan nama tempat wisata dan nama bagian-bagiannya yang dipilih untuk dideskripsikan dalam bahasa Inggris.
- 3.7.3. Membaca teks dengan benar sesuai dengan *pronoun* dalam Bahasa Inggris dan menjawab pertanyaan yang berkaitan tentang teks tersebut.

C. Tujuan Pembelajaran.

Pada saat dan setelah pembelajaran *descriptive text* siswa mampu:

1. Mengidentifikasi ciri-ciri *Descriptive Text* (fungsi sosial, struktur teks, dan unsur kebahasaan).
2. Membedakan antara jenis-jenis teks deskriptif.
3. Menyebutkan nama tempat wisata dan nama bagian-bagiannya yang dipilih untuk dideskripsikan dalam bahasa Inggris.
4. Membaca teks dengan benar sesuai dengan *pronoun* dalam Bahasa Inggris dan menjawab pertanyaan yang berkaitan tentang teks tersebut.
5. Membuat siswa lebih termotivasi dalam membaca teks deskriptif Bahasa Inggris.

6. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
7. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

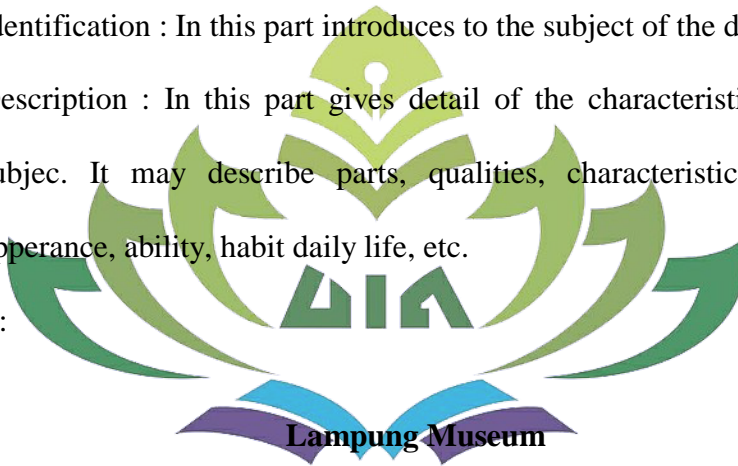
D. Materi Pembelajaran

Descriptive text is a text that describes a particular person, place, or things. Its purpose is to give information that needed about person, place, or things specifically.

Struktur teks

- a. Identification : In this part introduces to the subject of the description.
- b. Description : In this part gives detail of the characteristic features of the subjec. It may describe parts, qualities, characteristics, size, physical apperance, ability, habit daily life, etc.

Examples :



Lampung Museum, the most significant building that indicated Lampung characteristic and becomes that only museum in Lampung Province. This museum is settled only 15 minutes from downtown Bandar Lampung, the capital city of Lampung.

Having Lampung's distinct architectural style, the museum is a path to retracing the past through an extensive display of prehistoric artifacts, cultural relics as well as the flora and fauna which are typically found in Lampung.

At this museum, there are antique ceramics from other countries such as China and Siam that become one of distinctive collections. Based on the inventory from 2011, the museum holds a collection of over 4,700 items. These are divided into 10 groups which are the items related to geography, biology, ethnography, history, numismatics, phylogeny, ceramics, fine arts and technology.

The largest part of the collections at Lampung Museum is dedicated to ethnography, which is the thing that study of culture. Up to these days, there are over 2,000 objects in this category which includes objects that were once used in everyday life and various items characteristic of both the past and present from Lampung culture.

Start from 1975, this museum was begin with its construction, holding its groundbreaking three years later in 1978. Then, the grand opening was held few years later on 24 September 1988, where it was inaugurated by the Minister of Education and Culture of the time, Prof Dr. Fuad Hasan.

Lampung Museum is precisely located in Jl .Zainal Arifin No.Pagar Alam .64 , Meneng building , Bandar Lampung. The closest Airport is the Raden Inten II Airport in the city of Bandar Lampung. This is a domestic only airport, serving Jakarta, Bandung and Batam.

The Lampung Museum is located approximately 5 kilometers north of Tanjung Karang, the central area of Bandar Lampung. It is easily accessible by rental car, public transportation or motorcycle.

Adapted from : http://www.indonesia-tourism.com/lampung/lampung_museum.html

Some Criteria are commonly used in Reading Comprehension

1. Main idea (topic)
2. Expression/idiomphrase in context
3. Inference (implied detail)
4. Grammatical feature
5. Detail (scanning for a specifically stated detail)
6. Excluding fact not written (unstate detail)
7. Supporting idea
8. Vocabulary in context

E. Metode Pembelajaran : *Choral Reading*

F. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Siswa menjawab sapaan guru, berdoa, dan mengondisikan diri siap belajar. 2. Siswa dan guru bertanya jawab berkaitan dengan materi pembelajaran sebelumnya. 3. Siswa menjawab pertanyaan yang diberikan guru tentang materi pembelajaran sebelumnya. 4. Siswa menyimak cakupan materi pembelajaran yang akan disampaikan dengan baik. 	10 menit
Inti mengorientasi peserta didik pada masalah, mengorganisasikan	<p>Mengorientasi Siswa pada masalah</p> <ol style="list-style-type: none"> 1. Dalam <i>Choral Reading</i>, siswa membentuk kelompok yang berisi 4 sampai 5 orang. 2. Kemudian Siswa membaca contoh teks 	70 menit

<p>kegiatan pembelajaran, membimbing penyelidikan mandiri, mengembangkan dan menyajikan, analisis dan evaluasi</p>	<p>deskriptif tentang tempat wisata bersama-sama dalam setiap kelompok.</p> <p>3. Siswa menjawab pertanyaan-pertanyaan yang berkaitan dengan teks tersebut sesuai dengan kriteria dalam <i>reading comprehension</i>.</p> <p>Melakukan observasi, siswa:</p> <p>4. Siswa mengidentifikasi ciri-ciri <i>descriptive text</i> (fungsi sosial, struktur teks, dan unsur kebahasaan).</p> <p>Merumuskan masalah</p> <p>Siswa merumuskan masalah:</p> <p>5. Bagaimana ciri-ciri <i>descriptive text</i> (fungsi sosial, struktur teks, dan unsur kebahasaan) dengan saling menghargai pendapat teman dan bahasa yang santun.</p> <p>6. Siswa mempertanyakan kesulitan dalam membaca <i>Descriptive Text</i> serta kosakata (<i>vocabulary</i>) yang sulit.</p> <p>Mencoba</p> <p>7. Dalam <i>Choral Reading</i> siswa berkelompok untuk membaca contoh <i>descriptive text</i> tentang <i>tourism place</i> (tempat wisata) secara bersama-sama (<i>unison</i>) secara bergantian.</p> <p>8. Siswa menyimak arahan guru sebagai <i>fluent reader</i> dalam membaca teks.</p>	
--	---	--

	<p>9. Siswa mencoba menirukan membaca teks sesuai arahan guru.</p> <p>10. Siswa membaca teks bersama-sama (<i>unison</i>) setiap kelompok dengan batasan satu kelompok membaca satu paragraf.</p> <p>11. Siswa menganalisis <i>main idea</i> dan unsur lainnya yang berkaitan dengan teks dan menjawab pertanyaan guru sesuai dengan teks.</p> <p>Menyimpulkan</p> <p>12. Siswa membaca teks tentang <i>tourism place</i> secara individu tanpa arahan guru dan menyimpulkan maksud dari teks tersebut.</p> <p>13. Siswa mengerjakan soal berbentuk <i>multiple choice</i> yang diberikan oleh guru.</p>	
Penutup	<p>1. Siswa menyimpulkan materi yang telah dipelajari</p> <p>2. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.</p> <p>3. Siswa melakukan evaluasi pembelajaran.</p> <p>4. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai.</p>	10 menit

G. Alat, Sumber, dan Media Pembelajaran:

Alat : Spidol, contoh teks deskriptif tentang *tourism place*, dan papan tulis

Sumber : Buku Bahasa Inggris. Hllena I.R Agustien, dkk. Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. 2016.hal 46 dan internet

Media : a piece of text.

H. Penilaian

No	Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrument/soal
1.	Mengidentifikasi ciri-ciri teks deskriptif dan menjawab pertanyaan berdasarkan teks yang diberikan tentang <i>tourism place</i> .	Tes tulis	Multiple choice	Choose the best answer of the following question based on the text!

Choose the best answer of the following question based on the text !

Tanjung Setia Beach

Lampung is not only famous for its Way Kambas National Park. One of the best tourist attractions of this province is Tanjung Setia Beach. This beach is located in the village of Tanjung Setia, West Lampung district, Lampung province. It is about 273 km or about six to seven hour driving from Bandar Lampung, the capital city of Lampung province.

This beach has not been well known by the citizens of Indonesia yet, but for the world surfers this beach is a hidden paradise for surfing. It is exactly laid on the track of large Indian Ocean currents that make this beach have waves which are quite perfect for surfing. The perfect wave of this beach usually lasts from June to August with the height which can reach up to six to seven meters with a 200 meters length.

In addition to perfect waves for surfing, the beach also has an ambience which is quite natural with white sand along the beach. Rows of palm tree which grow also adorn this beach. For local people, the beach area is also an ideal place for fishing. Some fish which are often obtained by the fisherman are blue marlin which is so big enough that its weight can reach up to 70 kilograms. By local residents this fish is known by the name of IwaTuhuk.

Adapted from : http://www.indonesia-tourism.com/lampung/tanjungsetia_beach.html

1. What is the text mostly about ?
 - a. A beautiful beach in West Lampung
 - b. Tanjung Setia is one of the best tourist attraction in Lampung province.
 - c. Lampung is not only famous for its Way Kambas National Park
 - d. Location of Tanjung Setia beach.
2. Tanjung Setia beach is located about
 - a. 273 km from Bandar Lampung
 - b. 250 km from Bandar Lampung
 - c. 283 km from Bandar Lampung
 - d. 253 km from Bandar Lampung
3. The word “well-known” in the second paragraph means ...
 - a. Amazing
 - b. Attractive
 - c. Famous
 - d. Awesome
4. “It is exactly laid on the track of large Indian Ocean “ (second paragraph)
 The underlined word refers to
 - a. Tanjung Setia Beach
 - b. Citizen of Indonesia
 - c. The world surfers
 - d. A hidden paradise
5. What is the purpose of the text ?
 - a. To inform about a best tourism place in Lampung
 - b. To tell about Tanjung Setia Beach
 - c. To report about a amazing beach for surfing in Indonesia
 - d. To describe about Tanjung Setia Beach as the one of the best tourist attraction in Lampung

Answer key :

1. B 2. A 3. C 4. A 5. D

a. Rubrik Penilaian :

Uraian	Skor
Setiap item jawaban benar	20
Jawaban salah	0
Tidak menjawab	0

b. Pedoman penilaian:

Total item : 5

Setiap nomor, tiap jawaban benar skor : 20

Nilai maksimal : 100

Nilai siswa : $\frac{\text{Nilai perolehan}}{\text{Nilai maksimal}} \times 100$ Mengetahui,
Guru Mata Pelajaran,

Bandar Lampung, 2017

Mahasiswa Peneliti,

Nuryanti, S.S

NIP.

Hasri Wahyu Ningsih

NPM. 1311040208

Menyetujui,

Kepala SMAN 1 Bangunrejo

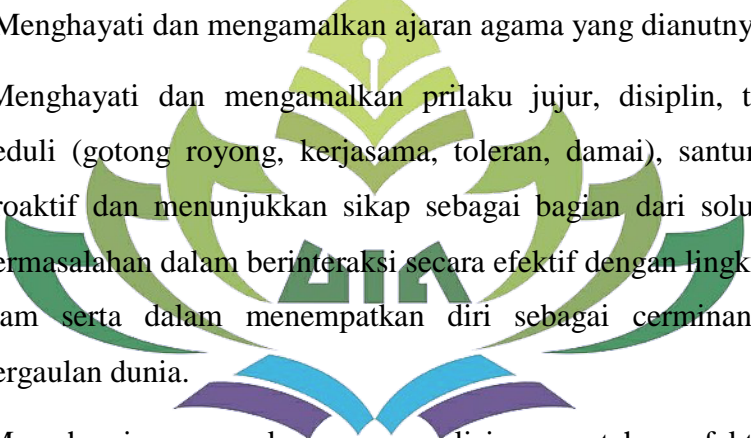
SALAM, S.Pd

NIP. 19640708199903 1005

*Appendix 11***RENCANA PELAKSANAAN PEMBELAJARAN**

Satuan Pendidikan : SMAN 1 Bangunrejo
Kelas/Semester : X / Ganjil
Mata Pelajaran : Bahasa Inggris
Topik : *Descriptive Text About Tourism Place*
Alokasi Waktu : 2 X 45 Menit
Pertemuan ke : 3 (tiga) (*Experimental class*)

A. Kompetensi Inti

- 
- KI1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
 KI2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
 KI3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kemandirian, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
 KI4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

Indikator:

- 3.7.1. Mengidentifikasi ciri-ciri *descriptive text* (fungsi sosial, struktur teks, dan unsur kebahasaan).
- 3.7.2. Menyebutkan nama tempat wisata dan nama bagian-bagiannya yang dipilih untuk dideskripsikan dalam bahasa Inggris.
- 3.7.3. Membaca teks dengan benar sesuai dengan *pronoun* dalam Bahasa Inggris dan menjawab pertanyaan yang berkaitan tentang teks tersebut.

C. Tujuan Pembelajaran.

Pada saat dan setelah pembelajaran *Descriptive Text* siswa mampu:

1. Mengidentifikasi ciri-ciri *Descriptive Text* (fungsi sosial, struktur teks, dan unsur kebahasaan).
2. Membedakan antara jenis-jenis teks deskriptif.
3. Menyebutkan nama tempat wisata dan nama bagian-bagiannya yang dipilih untuk dideskripsikan dalam bahasa Inggris.
4. Membaca teks dengan benar sesuai dengan *pronoun* dalam Bahasa Inggris dan menjawab pertanyaan yang berkaitan tentang teks tersebut.
5. Membuat siswa lebih termotivasi dalam membaca teks deskriptif Bahasa Inggris.

6. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
7. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

D. Materi Pembelajaran

Descriptive text is a text that describes a particular person, place, or things. Its purpose is to give information that needed about person, place, or things specifically.

Struktur teks

- a. Identification : In this part introduces to the subject of the description.
- b. Description : In this part gives detail of the characteristic features of the subjec. It may describe parts, qualities, characteristics, size, physical apperance, ability, habit daily life, etc.

Examples :

Beautiful Indonesia in Miniature Park (TMII)



Taman Mini Indonesia Indah (Beautiful Indonesia in Miniature Park) is Indonesia's answer to every visitor's prayer to see the magnificent archipelago in just one day. An extensive park to get a glimpse of the diverseness of the Indonesian archipelago, it represents Indonesia's 27 provinces and their outstanding characteristics, reflected most strikingly in the exact regional architecture of the province. An extensive theme park set in over 100 hectares on the outskirts of

Jakarta; the All Indonesian islands are realistically reproduced in miniature in a central lake and around the lakes, there are pavilions. Each pavilions is representative of each province firm the traditional architectural style in miniature to a wonderful display of cultural items and exhibits. The park's centerpiece is a beautiful artificial lake. The complex was the brainchild of Madam Tien Soeharto, the late Indonesian first lady.

It also has its own orchid garden in which hundreds of Indonesian orchid varieties are grown. There is also a bird park with a walk-in aviary, a fauna museum and recreational grounds with a swimming pool and restaurants. The special interest here at Taman Mini is the Museum Indonesia. A richly decorated building in Balinese architecture, it houses contemporary arts, crafts and traditional costumes from the different regions of the country.

Cultural performances, events, and even local delicacies from the provinces are prepared regularly, especially during weekends and holidays, to showcase Indonesia's rich cultural heritage. The park is open seven days a week, giving guests ample time to explore and enjoy the sights. And if a day tour is not enough, visitors can spend the night at the 'Desa Wisata' or 'Wisata Remaja' serviced accommodations.

Adapted from :<http://www.indonesia-tourism.com/jakarta/tmii.html>

Some Criterias are commonly used in Reading Comprehension

1. Main idea (topic)
2. Expression/idiomphrase in context
3. Inference (implied detail)
4. Grammatical feature
5. Detail (scanning for a specifically stated detail)
6. Excluding fact not written (unstate detail)
7. Supporting idea
8. Vocabulary in context

E. Metode Pembelajaran : *Choral Reading*

F. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Siswa menjawab sapaan guru, berdoa, dan mengondisikan diri siap belajar. 2. Siswa dan guru bertanya jawab berkaitan dengan pelajaran pada 2 pertemuan sebelumnya. 3. Siswa menanyakan kesulitan yang dihadapi dalam membaca <i>descriptive text</i> dengan menggunakan <i>choral reading</i>. 4. Siswa menyimak cakupan materi pembelajaran yang akan disampaikan dengan baik. 	10 menit
Inti mengorientasi peserta didik pada masalah, mengorganisasikan kegiatan pembelajaran, membimbing penyelidikan mandiri, mengembangkan dan menyajikan, analisis dan evaluasi	<p>Mengorientasi Siswa pada masalah</p> <ol style="list-style-type: none"> 1. Dalam <i>Choral Reading</i>, siswa membentuk kelompok baru yang berisi 4 sampai 5 orang. 2. Kemudian siswa membaca contoh teks deskriptif tentang tempat wisata bersama-sama dengan kelompok yang sudah ditentukan. 3. Siswa membaca <i>descriptive text</i> sesuai dengan Bahasa Inggris yang benar selama proses pembelajaran, dan guru sebagai <i>Fluent Reader</i>. 4. Siswa menjawab pertanyaan-pertanyaan yang berkaitan dengan teks 	70 menit

	<p>tersebut sesuai dengan kriteria dalam <i>reading comprehension</i>.</p> <p>Melakukan observasi, siswa:</p> <ol style="list-style-type: none"> 1. Dengan bimbingan dan arahan guru, Siswa mengidentifikasi ciri-ciri <i>descriptive text</i> (fungsi sosial, struktur teks, dan unsur kebahasaan). 2. Siswa saling bertanya jawab berdasarkan <i>descriptive text</i> yang mereka baca. <p>Merumuskan masalah</p> <p>Siswa merumuskan masalah:</p> <ol style="list-style-type: none"> 1. Bagaimana ciri-ciri <i>descriptive text</i> (fungsi sosial, struktur teks, dan unsur kebahasaan) dengan saling menghargai pendapat teman dan bahasa yang santun. 2. Dengan bimbingan dan arahan guru, Siswa mempertanyakan antara lain perbedaan antar berbagai <i>Descriptive Text</i> <p>Mencoba</p> <ol style="list-style-type: none"> 1. Dalam <i>Choral Reading</i> siswa berkelompok untuk membaca contoh <i>descriptive text</i> tentang <i>tourism place</i> (tempat wisata) secara bersama-sama (<i>unison</i>). 2. Siswa menyimak arahan guru sebagai <i>fluent reader</i> dalam membaca teks. 	
--	---	--

	<ol style="list-style-type: none"> 3. Siswa mencoba menirukan membaca teks sesuai arahan guru. 4. Siswa membaca teks bersama-sama (<i>unison</i>) setiap kelompok dengan batasan satu kelompok membaca satu paragraf. 5. Siswa menganalisis <i>main idea</i> dan unsur lainnya yang berkaitan dengan teks dan menjawab pertanyaan guru sesuai dengan teks. <p>Menyimpulkan</p> <ol style="list-style-type: none"> 1. Siswa membaca teks tentang <i>tourism place</i> secara individu tanpa arahan guru dan menyimpulkan maksud dari teks tersebut. 	
Penutup	<ol style="list-style-type: none"> 1. Siswa menyimpulkan materi yang telah dipelajari 2. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi. 3. Siswa melakukan evaluasi pembelajaran. 4. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai. 5. Siswa menyepakati tugas yang harus dikerjakan berkaitan tentang teks deskriptif tentang <i>tourism place</i>. 	10 menit

G. Alat, Sumber, dan Media Pembelajaran:

Alat : Spidol, contoh teks deskriptif tentang *tourism place*, dan papan tulis

Sumber : Buku Bahasa Inggris. Hllena I.R Agustien, dkk. Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. 2016.hal 46 dan internet

Media : a piece of text.

H. Penilaian

No	Indikator pencapaian kompetensi	Teknik penilaian	Bentuk Instrumen	Instrument/soal
1.	Mengidentifikasi ciri-ciri teks deskriptif dan menjawab pertanyaan berdasarkan teks yang diberikan tentang <i>tourism place</i> .	Tes tulis	Multiple choise	Choose the best answer of the following question based on the text!

Choose the best answer of the following question based on the text !

BANDUNG ZOO

Bandung Zoo is one of the natural attractions in Bandung, West Java, Indonesia. It is located at Tamansari Street. It opens from 08.00 until 06.00 p.m. visitors must pay the ticket for Rp. 20.000 to enter the zoo. The zoo occupies a land area of 13.5 hectares.

The zoo has collection of animals. There are hundreds of species. They are Indonesian's animals and imported animals, for example, camels, dragons, leopards, orangutans, bears, elephants, various, species of birds, and many more.

At the zoo, visitors can not only see the collection of animals. The can interact directly with some types of animals. They can also ride a camel, horse, or elephant accompanied by the officers. Zoo also provides several facilities. There are flying fox, playground for children with a variety of games, such as swings, a seesaw and special pond where the visitors can ride duck boat.

Adapted from : <http://kelasbahasainggris.com/latihan-soal-bahasa-inggris-descriptive-text-bandung-zoo/>

1. Where is Bandung Zoo ? Bandung Zoo is located at ...
 - a. Tamansari Street
 - b. Kebun Binatang
 - c. Dago
 - d. East Java
2. The zoo opens for ... hours.
 - a. 8
 - b. 9
 - c. 10
 - d. 11
3. “They can also interact directly with some types of animals”. (paragraph 3 line 1)
 The word “they” refers to ...
 - a. Animals
 - b. Visitors
 - c. Officers
 - d. Species
4. How can the visitors visit the zoo ? They can visit the zoo ...
 - a. Before 08.00 a.m
 - b. By looking at the animals
 - c. After 06.00 a.m
 - d. By buying the ticket
5. What is the purpose of the text ?
 - a. To show the steps
 - b. To entertain the readers
 - c. To describe something
 - d. To explain how and why

Answer key :

1. A 2. C 3. B 4. D 5. D

a. Rubrik Penilaian :

Uraian	Skor
Setiap item jawaban benar	20
Jawaban salah	0
Tidak menjawab	0

b. Pedoman penilaian:

Total item : 5

Setiap nomor, tiap jawaban benar skor : 20

Nilai maksimal : 100

Nilai siswa : $\frac{\text{Nilai perolehan}}{\text{Nilai maksimal}} \times 100$ Mengetahui,
Guru Mata Pelajaran,Bandar Lampung, 2017
Mahasiswa Peneliti,Nuryanti, S.S

NIP.

Hasri Wahyu Ningsih

NPM. 1311040208

Menyetujui,

Kepala SMAN 1 Bangunrejo

SALAM, S.Pd

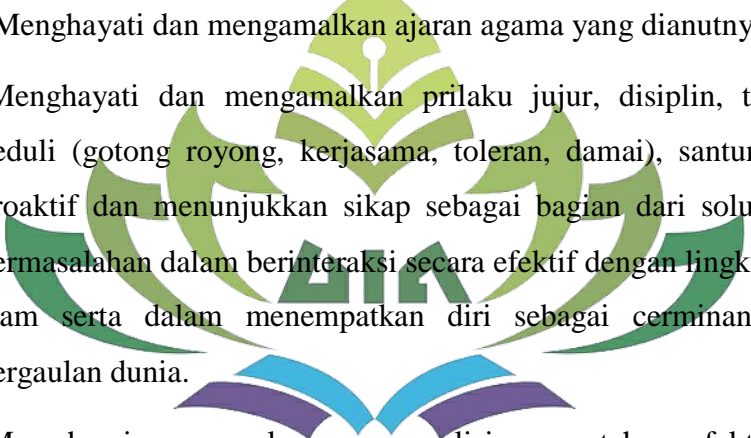
NIP. 19640708199903 1005

Appendix 12

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMAN 1 Bangunrejo
Kelas/Semester : X / Ganjil
Mata Pelajaran : Bahasa Inggris
Topik : *Descriptive Text About Tourism Place*
Alokasi Waktu : 2 X 45 Menit
Pertemuan ke : 1 (satu) (*Control class*)

A. Kompetensi Inti

- 
- KI1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kemandusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

Indikator:

- 3.7.1. Mengidentifikasi ciri-ciri *descriptive text* (fungsi sosial, struktur teks, dan unsur kebahasaan).
- 3.7.2. Menyebutkan nama tempat wisata dan nama bagian-bagiannya yang dipilih untuk dideskripsikan dalam bahasa Inggris.
- 3.7.3. Membaca teks dengan benar sesuai dengan *pronoun* dalam Bahasa Inggris dan menjawab pertanyaan yang berkaitan tentang teks tersebut.

C. Tujuan Pembelajaran.

Pada saat dan setelah pembelajaran *Descriptive Text* siswa mampu:

1. Mengidentifikasi ciri-ciri *Descriptive Text* (fungsi sosial, struktur teks, dan unsur kebahasaan).
2. Membedakan antara jenis-jenis teks deskriptif.
3. Menyebutkan nama tempat wisata dan nama bagian-bagiannya yang dipilih untuk dideskripsikan dalam Bahasa Inggris.
4. Membaca teks dengan benar sesuai dengan *pronoun* dalam Bahasa Inggris dan menjawab pertanyaan yang berkaitan tentang teks tersebut.
5. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

6. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

D. Materi Pembelajaran

Descriptive text is a text that describes a particular person, place, or things. Its purpose is to give information that needed about person, place, or things specifcly.

Struktur teks

- a. Identification : In this part introduces to the subject of the description.
- b. Description : In this part gives detail of the characteristic features of the subjec. It may describe parts, qualities, characteristics, size, physical apperance, ability, habit daily life, etc.

Examples :

Way Kambas National Park



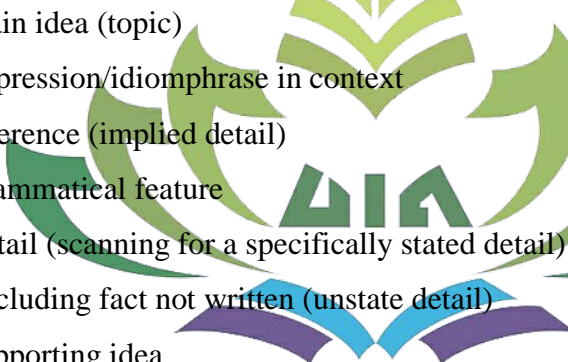
Way Kambas National Park is a national park for elephant sanctuary located in Lampung precisely in the Labuhan Ratu sub district, East Lampung, Indonesia. Way Kambas National Park, established in 1985, is the first school for elephant in Indonesia. In the beginning of its establishment, Way Kambas National Park was named the Elephant Training Center / *Pusat Latihan Gajah* (PLG), but the last few years this name was changed into Elephant Conservation Center / *Pusat Konservasi Gajah* (PKG), which is expected to become a center for elephant conservation in

taming, training, breeding and conserving elephants. Until now, this PKG has trained for about 300 elephants which have been deployed to all over the country.

In Way Kambas National Park, there are some endangered animals such as Sumatran Rhinos, Sumatran elephant, Sumatran tiger, Mentok Rimba, and Buaya sepi. There are also so some plants which are mostly found there such as Api-api, Pidada, Nipah, and Pandan. On the marshy coasts of Way Kambas National Park is often found various species of birds, such as, Lesser Adjutant, Pheasant Blue, Kuau Raja, Pependang Timur, and some other birds.

Adapted from :<http://www.indonesia.travel/en/destination/area/way-kambas-national-park>

Some Criterias are commonly used in Reading Comprehension

- 
1. Main idea (topic)
 2. Expression/idiomphrase in context
 3. Inference (implied detail)
 4. Grammatical feature
 5. Detail (scanning for a specifically stated detail)
 6. Excluding fact not written (unstate detail)
 7. Supporting idea
 8. Vocabulary in context

E. Metode Pembelajaran : *Read Aloud*

F. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Siswa menjawab sapaan guru, berdoa, dan mengondisikan diri siap belajar. 2. Siswa dan guru bertanya jawab berkaitan dengan teks deskriptif.. 3. Siswa menyimak tujuan pembelajaran dan penjelasan tentang manfaat menguasai materi pembelajaran. 4. Siswa menyimak cakupan materi pembelajaran yang disampaikan dengan baik. 	10 menit
Inti mengorientasi peserta didik pada masalah, mengorganisasikan kegiatan pembelajaran, membimbing penyelidikan mandiri, mengembangkan dan menyajikan, analisis dan evaluasi	<p>Mengorientasi Siswa pada masalah</p> <ol style="list-style-type: none"> 1. Siswa <i>read aloud</i> contoh teks deskriptif tentang tempat wisata secara individu. 2. Siswa membaca nama-nama bagian tempat wisata sesuai dengan Bahasa Inggris yang benar selama proses pembelajaran. 3. Siswa menjawab pertanyaan-pertanyaan yang berkaitan dengan teks tersebut. <p>Melakukan observasi, siswa:</p> <ol style="list-style-type: none"> 4. Dengan bimbingan dan arahan guru, Siswa mengidentifikasi ciri-ciri <i>descriptive text</i> (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Merumuskan masalah</p> <p>Siswa merumuskan masalah:</p> <ol style="list-style-type: none"> 5. Bagaimana ciri-ciri <i>descriptive text</i> (fungsi 	70 menit

	<p>sosial, struktur teks, dan unsur kebahasaan) dengan saling menghargai pendapat teman dan bahasa yang santun.</p> <p>6. Dengan bimbingan dan arahan guru, Siswa mempertanyakan antara lain perbedaan antar berbagai jenis <i>Descriptive Text</i></p> <p>Mencoba</p> <p>7. Siswa secara individu <i>read aloud</i> contoh <i>descriptive text</i> tentang <i>tourism place</i> (tempat wisata) dengan ketentuan setiap siswa membaca satu paragraf atau beberapa baris sesuai perintah guru.</p> <p>8. Siswa yang lain menyimak, kemudian siswa berikutnya yang ditunjuk oleh guru harus melanjutkan membaca teks dari batas sebelumnya.</p> <p>9. Siswa yang lain berkesempatan untuk menjawab pertanyaan yang diberikan oleh guru berkaitan dengan teks yang telah dibaca.</p> <p>10. Siswa menganalisis <i>main idea</i> dan unsur lainnya yang berkaitan dengan teks dan menjawab pertanyaan guru sesuai dengan teks.</p> <p>Menyimpulkan</p> <p>11. Siswa membaca teks tentang <i>tourism place</i> secara individu dan menyimpulkan maksud dari teks tersebut.</p>	
--	--	--

Penutup	<ol style="list-style-type: none"> 1. Siswa menyimpulkan materi yang telah dipelajari 2. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi. 3. Siswa melakukan evaluasi pembelajaran. 4. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai. 5. Siswa menyepakati tugas yang harus dikerjakan berkaitan tentang teks deskriptif tentang <i>tourism place</i>. 	10 menit

G. Alat, Sumber, dan Media Pembelajaran:

Alat : Spidol, contoh teks deskriptif tentang *tourism place*, dan papan tulis

Sumber : Buku Bahasa Inggris. Hllena I.RAgustien, dkk. Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. 2016. hal 46 dan internet

Media : a piece of text.

H. Penilaian

No	Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrument/soal
1.	Mengidentifikasi ciri-ciri teks deskriptif dan menjawab pertanyaan berdasarkan teks yang diberikan tentang <i>tourism place</i> .	Tes tulis	Multiple choise	Choose the best answer of the following question based on the text !

Choose the best answer of the following question based on the text !

Kiluan Bay



Kiluan Bay is a tourist attraction which is located in Kiluan village, Kelumbayan sub district, Tanggamus district, South Lampung. Kiluan Bay is about 80 kilometers from Bandar Lampung city center or three to four hour if you go there by car. This is the place of migration for a bunch of mouth bottles dolphins.

This bay has stunning natural landscape and coast. The sand beach which is spreading out there is white and gentle. It is quite harmonious with the blue color of the sea. Besides swimming and snorkeling, in this bay you can also see the attractions from a group of dolphins. The attractions of a group of dolphins can usually be seen around 06:00 to 10:00 in the morning. However, to watch the attractions you must first rent a small boat or Jukung.

By using the small boat or Jukung, you will be brought into the middle of the see where the dolphins gather. It takes around twenty five minutes from the coast. From close distance, you can see a group of dolphins which swim and even jump on the side of the coming boat as if they welcomed your coming.

Adapted from :http://www.indonesia-tourism.com/lampung/kiluan_bay.html

1. What is the text talking about ?
 - a. Tourism Place in Lampung
 - b. Kiluan Bay
 - c. Kiluan Bay is a tourist attraction in Lampung
 - d. Kiluan Bay is a tourism place to see an attraction of a group of dolphins.

2. Where is the location of Kiluan Bay ?
 - a. South Lampung
 - b. West Lampung
 - c. East Lampung
 - d. North Lampung
3. What does the mean of “It is quite harmonious with the blue color of the sea” ?
 - a. Kiluan Bay has so bad view with the natural landscape and dark color of the sea.
 - b. Kiluan Bay has so beautiful view with the natural landscape and blue color of the sea.
 - c. Kiluan Bay is so amazing place in Lampung
 - d. Kiluan bay has not interest tourism place
4. Which of the following is TRUE about Kiluan Bay ?
 - a. Kiluan Bay is a place of sharks attraction.
 - b. Kiluan Bay is located in Pahawang village, Kelumbayan sub district, Tanggamus district, South Lampung
 - c. The attractions of a group of dolphins can usually be seen around 06:00 to 10:00 in the morning.
 - d. Kiluan Bay is just place to see dolphins attraction, not to swimming.
5. What is time an attraction of dolphins begin ?
 - a. Around 06.00 to 10.00 p.m
 - b. Around 05.00-08.00 a.m
 - c. Around 06.00 – 09.00 a.m
 - d. Around 06.00 – 10.00 a.M

Answer key :

1. D 2. A 3. B 4. C 5. D

a. Rubrik Penilaian :

Uraian	Skor
Setiapitem jawaban benar	20
Jawaban salah	0
Tidak menjawab	0

b. Pedoman penilaian:

Total item : 5
 Setiap nomor, tiap jawaban benar skor : 20
 Nilai maksimal : 100
 Nilai siswa : $\frac{\text{Nilai perolehan}}{\text{Nilai maksimal}} \times 100$

Mengetahui,
Guru Mata Pelajaran,

Nuryanti, S.S
NIP.

Bandar Lampung, 2017
Mahasiswa Peneliti,

Hasri Wahyu Ningsih
NPM. 1311040208

Menyetujui,
Kepala SMAN 1 Bangunrejo

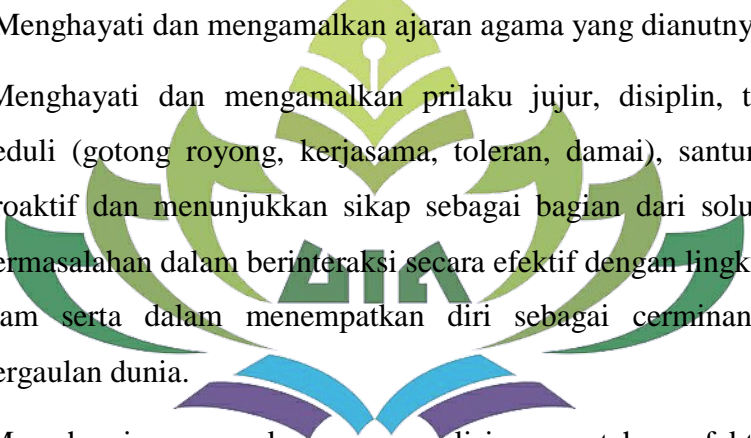
SALAM, S.Pd
NIP. 19640708199903 1005

Appendix 13

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMAN 1 Bangunrejo
Kelas/Semester : X / Ganjil
Mata Pelajaran : Bahasa Inggris
Topik : *Descriptive Text About Tourism Place*
Alokasi Waktu : 2 X 45 Menit
Pertemuan ke : 2 (dua) (*Control class*)

A. Kompetensi Inti

- 
- KI1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kemandusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

Indikator:

- 3.7.1. Mengidentifikasi ciri-ciri *descriptive text* (fungsi sosial, struktur teks, dan unsur kebahasaan).
- 3.7.2. Menyebutkan nama tempat wisata dan nama bagian-bagiannya yang dipilih untuk dideskripsikan dalam Bahasa Inggris.
- 3.7.3. Membaca teks dengan benar sesuai dengan *pronoun* dalam Bahasa Inggris dan menjawab pertanyaan yang berkaitan tentang teks tersebut.

C. Tujuan Pembelajaran.

Pada saat dan setelah pembelajaran *Descriptive Text* siswa mampu:

1. Mengidentifikasi ciri-ciri *Descriptive Text* (fungsi sosial, struktur teks, dan unsur kebahasaan).
2. Membedakan antara jenis-jenis teks deskriptif.
3. Menyebutkan nama tempat wisata dan nama bagian-bagiannya yang dipilih untuk dideskripsikan dalam Bahasa Inggris.
4. Membaca teks dengan benar sesuai dengan *pronoun* dalam Bahasa Inggris dan menjawab pertanyaan yang berkaitan tentang teks tersebut.
5. Membuat siswa lebih termotifasi dalam membaca teks deskriptif Bahasa Inggris.

6. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
7. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

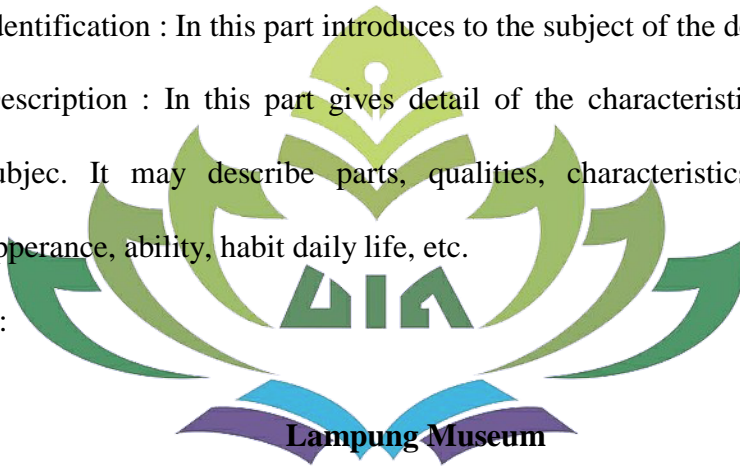
D. Materi Pembelajaran

Descriptive text is a text that describes a particular person, place, or things. Its purpose is to give information that needed about person, place, or things specifically.

Struktur teks

- a. Identification : In this part introduces to the subject of the description.
- b. Description : In this part gives detail of the characteristic features of the subject. It may describe parts, qualities, characteristics, size, physical appearance, ability, habit daily life, etc.

Examples :



Lampung Museum, the most significant building that indicated Lampung characteristic and becomes that only museum in Lampung Province. This museum is settled only 15 minutes from downtown Bandar Lampung, the capital city of Lampung.

Having Lampung's distinct architectural style, the museum is a path to retracing the past through an extensive display of prehistoric artifacts, cultural relics as well as the flora and fauna which are typically found in Lampung.

At this museum, there are antique ceramics from other countries such as China and Siam that become one of distinctive collections. Based on the inventory from 2011, the museum holds a collection of over 4,700 items. These are divided into 10 groups which are the items related to geography, biology, ethnography, history, numismatics, phylogeny, ceramics, fine arts and technology.

The largest part of the collections at Lampung Museum is dedicated to ethnography, which is the thing that study of culture. Up to these days, there are over 2,000 objects in this category which includes objects that were once used in everyday life and various items characteristic of both the past and present from Lampung culture.

Start from 1975, this museum was begin with its construction, holding its groundbreaking three years later in 1978. Then, the grand opening was held few years later on 24 September 1988, where it was inaugurated by the Minister of Education and Culture of the time, Prof Dr. Fuad Hasan.

Lampung Museum is precisely located in Jl .ZainalArifin No.PagarAlam .64 , Meneng building , Bandar Lampung. The closest Airport is the Raden Inten II Airport in the city of Bandar Lampung. This is a domestic only airport, serving Jakarta, Bandung and Batam.

The Lampung Museum is located approximately 5 kilometers north of Tandjungkarang, the central area of Bandar Lampung. It is easily accessible by rental car, public transportation or motorcycle.

Adapted from : http://www.indonesia-tourism.com/lampung/lampung_museum.html

Some Criterias are commonly used in Reading Comprehension

1. Main idea (topic)
2. Expression/idiomphrase in context
3. Inference (implied detail)
4. Grammatical feature

5. Detail (scanning for a specifically stated detail)
6. Excluding fact not written (unstate detail)
7. Supporting idea
8. Vocabulary in context

E. Metode Pembelajaran : *Read Aloud*

F. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Siswa menjawab sapaan guru, berdoa, dan mengondisikan diri siap belajar. 2. Siswa dan guru bertanya jawab berkaitan dengan materi pelajaran sebelumnya. 3. Siswa menyimak tujuan pembelajaran dan penjelasan tentang manfaat menguasai materi pembelajaran. 4. Siswa menyimak cakupan materi pembelajaran yang disampaikan dengan baik. 	10 menit
Inti mengorientasi peserta didik pada masalah, mengorganisasikan kegiatan pembelajaran, membimbing penyelidikan mandiri,	<p>Mengorientasi Siswa pada masalah</p> <ol style="list-style-type: none"> 1. Siswa <i>read aloud</i> contoh teks deskriptif tentang tempat wisata secara individu (siswa yang pada minggu sebelumnya sebagai <i>listener</i>). 2. Siswa membaca nama-nama bagian tempat wisata sesuai dengan Bahasa Inggris yang benar selama proses pembelajaran. 3. Siswa menjawab pertanyaan- 	70 menit

<p>mengembangkan dan menyajikan, analisis dan evaluasi</p>	<p>pertanyaan yang berkaitan dengan teks tersebut .</p> <p>Melakukan observasi, siswa:</p> <ol style="list-style-type: none"> 4. Dengan bimbingan dan arahan guru, Siswa mengidentifikasi ciri-ciri <i>descriptive text</i> (fungsi sosial, struktur teks, dan unsur kebahasaan). 5. Siswa mengerjakan soal pilihan ganda tentang <i>descriptive text</i> yang diberikan oleh guru. <p>Merumuskan masalah</p> <p>Siswa merumuskan masalah:</p> <ol style="list-style-type: none"> 6. Bagaimana ciri-ciri <i>descriptive text</i> (fungsi sosial, struktur teks, dan unsur kebahasaan) dengan saling menghargai pendapat teman dan bahasa yang santun. 7. Dengan bimbingan dan arahan guru, Siswa mempertanyakan antara lain perbedaan antar berbagai jenis <i>Descriptive Text</i> <p>Mencoba</p> <ol style="list-style-type: none"> 8. Siswa secara individu <i>read aloud</i> contoh <i>descriptive text</i> tentang <i>tourism place</i> (tempat wisata) dengan ketentuan setiap siswa membaca satu paragraf atau beberapa baris sesuai perintah guru. 	
--	--	--

	<p>9. Siswa yang lain menyimak, kemudian siswa berikutnya yang ditunjuk oleh guru harus melanjutkan membaca teks dari batas sebelumnya.</p> <p>10. Siswa yang lain berkesempatan untuk menjawab pertanyaan yang diberikan oleh guru berkaitan dengan teks yang telah dibaca.</p> <p>11. Siswa menganalisis <i>main idea</i> dan unsur lainnya yang berkaitan dengan teks dan menjawab pertanyaan guru sesuai dengan teks.</p> <p>Menyimpulkan</p> <p>12. Siswa membaca teks tentang <i>tourism place</i> secara individu dan menyimpulkan maksud dari teks tersebut.</p>	
Penutup	<p>1. Siswa menyimpulkan materi yang telah dipelajari</p> <p>2. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.</p> <p>3. Siswa melakukan evaluasi pembelajaran.</p> <p>4. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai.</p> <p>5. Siswa menyepakati tugas yang harus dikerjakan berkaitan tentang teks deskriptif tentang <i>tourism place</i>.</p>	10 menit

G. Alat, Sumber, dan Media Pembelajaran:

Alat : Spidol, contoh teks deskriptif tentang *tourism place*, dan papan tulis

Sumber : Buku Bahasa Inggris. Hllena I.RAgustien, dkk. Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. 2016. hal 46 dan internet

Media : a piece of text.

H. Penilaian

No	Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrument/soal
1.	Mengidentifikasi ciri-ciri teks deskriptif dan menjawab pertanyaan berdasarkan teks yang diberikan tentang <i>tourism place</i> .	Tes tulis	Multiple choise	Choose the best answer of the following question based on the text !

Choose the best answer of the following question based on the text !

Tanjung Setia Beach

Lampung is not only famous for its Way Kambas National Park. One of the best tourist attractions of this province is Tanjung Setia Beach. This beach is located in the village of Tanjung Setia, West Lampung district, Lampung province. It is about 273 km or about six to seven hour driving from Bandar Lampung, the capital city of Lampung province.

This beach has not been well known by the citizens of Indonesia yet, but for the world surfers this beach is a hidden paradise for surfing. It is exactly laid on the track of large Indian Ocean currents that make this beach have waves which are quite perfect for surfing. The perfect wave of this beach usually lasts from June to August with the height which can reach up to six to seven meters with a 200 meters length.

In addition to perfect waves for surfing, the beach also has an ambience which is quite natural with white sand along the beach. Rows of palm tree which grow also adorn this beach. For local people, the beach area is also an ideal place for fishing. Some fish which are often obtained by the fisherman are blue marlin which is so big enough that its weight can reach up to 70 kilograms. By local residents this fish is known by the name of IwaTuhuk.

Adapted from : http://www.indonesia-tourism.com/lampung/tanjungsetia_beach.html

1. What is the text mostly about ?
 - a. A beautiful beach in West Lampung
 - b. Tanjung Setia is one of the best tourist attraction in Lampung province.
 - c. Lampung is not only famous for its Way Kambas National Park
 - d. Location of Tanjung Setia beach.
2. Tanjung Setia beach is located about
 - a. 273 km from Bandar Lampung
 - b. 250 km from Bandar Lampung
 - c. 283 km from Bandar Lampung
 - d. 253 km from Bandar Lampung
3. The word “well-known” in the second paragraph means ...
 - a. Amazing
 - b. Attractive
 - c. Famous
 - d. Awesome
4. “It is exactly laid on the track of large Indian Ocean “ (second paragraph)
 The underlined word refers to
 - a. Tanjung Setia Beach
 - b. Citizen of Indonesia
 - c. The world surfers
 - d. A hidden paradise
5. What is the purpose of the text ?
 - a. To inform about a best tourism place in Lampung
 - b. To tell about Tanjung Setia Beach
 - c. To report about a amazing beach for surfing in Indonesia
 - d. To describe about Tanjung Setia Beach as the one of the best tourist attraction in Lampung

Answer key :

1. B
2. A
3. C
4. A
5. D

a. Rubrik Penilaian :

Uraian	Skor
Setiap item jawaban benar	20
Jawaban salah	0
Tidak menjawab	0

b. Pedoman penilaian:

Total item : 5
 Setiap nomor, tiap jawaban benar skor : 20
 Nilai maksimal : 100
 Nilai siswa : $\frac{\text{Nilai perolehan}}{\text{Nilai maksimal}} \times 100$

Mengetahui,
Guru Mata Pelajaran,

Nuryanti, S.S
NIP.

Bandar Lampung, 2017
Mahasiswa Peneliti,

Hasri Wahyu Ningsih
NPM. 1311040208

Menyetujui,
Kepala SMAN 1 Bangunrejo

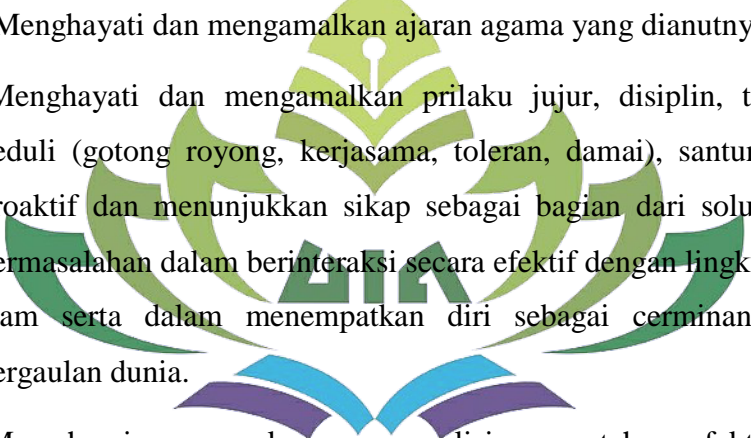
SALAM, S.Pd
NIP. 19640708199903 1005

Appendix 14

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMAN 1 Bangunrejo
Kelas/Semester : X / Ganjil
Mata Pelajaran : Bahasa Inggris
Topik : *Descriptive Text About Tourism Place*
Alokasi Waktu : 2 X 45 Menit
Pertemuan ke : 3 (tiga) (*Control class*)

A. Kompetensi Inti

- 
- KI1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kemandirian, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

- 1.1 Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

Indikator:

- 3.7.1. Mengidentifikasi ciri-ciri *descriptive text* (fungsi sosial, struktur teks, dan unsur kebahasaan).
- 3.7.2. Menyebutkan nama tempat wisata dan nama bagian-bagiannya yang dipilih untuk dideskripsikan dalam Bahasa Inggris.
- 3.7.3. Membaca teks dengan benar sesuai dengan *pronoun* dalam Bahasa Inggris dan menjawab pertanyaan yang berkaitan tentang teks tersebut.

C. Tujuan Pembelajaran.

Pada saat dan setelah pembelajaran *Descriptive Text* siswa mampu:

1. Mengidentifikasi ciri-ciri *Descriptive Text* (fungsi sosial, struktur teks, dan unsur kebahasaan).
2. Membedakan antara jenis-jenis teks deskriptif.
3. Menyebutkan nama tempat wisata dan nama bagian-bagiannya yang dipilih untuk dideskripsikan dalam Bahasa Inggris.
4. Membaca teks dengan benar sesuai dengan *pronoun* dalam Bahasa Inggris dan menjawab pertanyaan yang berkaitan tentang teks tersebut.
5. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.

6. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

D. Materi Pembelajaran

Descriptive text is a text that describes a particular person, place, or things. Its purpose is to give information that needed about person, place, or things specifcly.

Struktur teks

- a. Identification : In this part introduces to the subject of the description.
- b. Description : In this part gives detail of the characteristic features of the subjec. It may describe parts, qualities, characteristics, size, physical apperance, ability, habit daily life, etc.

Examples :

Beautiful Indonesia in Miniature Park (TMII)



Taman Mini Indonesia Indah (Beautiful Indonesia in Miniature Park) is Indonesia's answer to every visitor's prayer to see the magnificent archipelago in just one day. An extensive park to get a glimpse of the diverseness of the Indonesian archipelago, it represents Indonesia's 27 provinces and their outstanding characteristics, reflected most strikingly in the exact regional architecture of the province. An extensive theme park set in over 100 hectares on the outskirts of

Jakarta; the All Indonesian islands are realistically reproduced in miniature in a central lake and around the lakes, there are pavilions. Each pavilions is representative of each province firm the traditional architectural style in miniature to a wonderful display of cultural items and exhibits. The park's centerpiece is a beautiful artificial lake. The complex was the brainchild of Madam Tien Soeharto, the late Indonesian first lady.

It also has its own orchid garden in which hundreds of Indonesian orchid varieties are grown. There is also a bird park with a walk-in aviary, a fauna museum and recreational grounds with a swimming pool and restaurants. The special interest here at Taman Mini is the Museum Indonesia. A richly decorated building in Balinese architecture, it houses contemporary arts, crafts and traditional costumes from the different regions of the country.

Cultural performances, events, and even local delicacies from the provinces are prepared regularly, especially during weekends and holidays, to showcase Indonesia's rich cultural heritage. The park is open seven days a week, giving guests ample time to explore and enjoy the sights. And if a day tour is not enough, visitors can spend the night at the 'Desa Wisata' or 'Wisata Remaja' serviced accommodations.

Adapted from :<http://www.indonesia-tourism.com/jakarta/tmii.html>

Some Criterias are commonly used in Reading Comprehension

1. Main idea (topic)
2. Expression/idiomphrase in context
3. Inference (implied detail)
4. Grammatical feature
5. Detail (scanning for a specifically stated detail)
6. Excluding fact not written (unstate detail)
7. Supporting idea
8. Vocabulary in context

E. Metode Pembelajaran : *Read Aloud*

F. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Siswa menjawab sapaan guru, berdoa, dan mengondisikan diri siap belajar. 2. Siswa dan guru bertanya jawab berkaitan dengan materi pelajaran sebelumnya. 3. Siswa menyimak cakupan materi pembelajaran yang disampaikan dengan baik. 	10 menit
Inti mengorientasi peserta didik pada masalah, mengorganisasikan kegiatan pembelajaran, membimbing penyelidikan mandiri, mengembangkan dan menyajikan, analisis dan evaluasi	<p>Mengorientasi Siswa pada masalah</p> <ol style="list-style-type: none"> 1. Siswa <i>read aloud</i> contoh teks deskriptif tentang tempat wisata secara individu (siswa yang pada minggu sebelumnya sebagai <i>listener</i>). 2. Siswa menjawab pertanyaan-pertanyaan yang berkaitan dengan teks tersebut . <p>Melakukan observasi, siswa:</p> <ol style="list-style-type: none"> 3. Dengan bimbingan dan arahan guru, Siswa mengidentifikasi ciri-ciri <i>descriptive text</i> (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Merumuskan masalah</p> <p>Siswa merumuskan masalah:</p> <ol style="list-style-type: none"> 4. Bagaimana ciri-ciri <i>descriptive text</i> (fungsi sosial, struktur teks, dan unsur kebahasaan) dengan saling menghargai pendapat teman dan bahasa yang 	70 menit

	<p>santun.</p> <p>5. Dengan bimbingan dan arahan guru, Siswa mempertanyakan antara lain perbedaan antar berbagai jenis <i>Descriptive Text</i> serta kosakata yang sulit.</p> <p>Mencoba</p> <p>6. Siswa secara individu <i>read aloud</i> contoh <i>descriptive text</i> tentang <i>tourism place</i> (tempat wisata) dengan ketentuan setiap siswa membaca satu paragraf atau beberapa baris sesuai perintah guru.</p> <p>7. Siswa yang lain menyimak, kemudian siswa berikutnya yang ditunjuk oleh guru harus melanjutkan membaca teks dari batas sebelumnya.</p> <p>8. Siswa yang lain berkesempatan untuk menjawab pertanyaan yang diberikan oleh guru berkaitan dengan teks yang telah dibaca.</p> <p>9. Siswa menganalisis <i>main idea</i> dan unsur lainnya yang berkaitan dengan teks dan menjawab pertanyaan guru sesuai dengan teks.</p> <p>Menyimpulkan</p> <p>10. Siswa membaca teks tentang <i>tourism place</i> secara individu dan menyimpulkan maksud dari teks</p>	
--	---	--

	tersebut.	
Penutup	<ol style="list-style-type: none"> 1. Siswa menyimpulkan materi yang telah dipelajari 2. Siswa merefleksikan penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi. 3. Siswa melakukan evaluasi pembelajaran. 4. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai. 5. Siswa menyepakati tugas yang harus dikerjakan berkaitan tentang teks deskriptif tentang <i>tourism place</i>. 	10 menit

G. Alat, Sumber, dan Media Pembelajaran:

Alat : Spidol, contoh teks deskriptif tentang *tourism place*, dan papan tulis

Sumber : Buku Bahasa Inggris. Hllena LRAgustien, dkk. Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud, 2016. hal 46 dan internet

Media : a piece of text.

H. Penilaian

No	Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrument/soal
1.	Mengidentifikasi ciri-ciri teks deskriptif dan menjawab pertanyaan berdasarkan teks yang diberikan tentang <i>tourism place</i> .	Tes tulis	Multiple choise	Choose the best answer of the following question based on the text !

Choose the best answer of the following question based on the text !

BANDUNG ZOO

Bandung Zoo is one of the natural attractions in Bandung, West Java, Indonesia. It is located at Tamansari Street. It opens from 08.00 until 06.00 p.m. visitors must pay the ticket for Rp. 20.000 to enter the zoo. The zoo occupies a land area of 13.5 hectares.

The zoo has collection of animals. There are hundreds of species. They are Indonesian's animals and imported animals, for example, camels, dragons, leopards, orangutans, bears, elephants, various, species of birds, and many more.

At the zoo, visitors can not only see the collection of animals. They can interact directly with some types of animals. They can also ride a camel, horse, or elephant accompanied by the officers. Zoo also provides several facilities. There are flying fox, playground for children with a variety of games, such as swings, a seesaw and special pond where the visitors can ride duck boat.

Adapted from : <http://kelasbahasainggris.com/latihan-soal-bahasa-inggris-descriptive-text-bandung-zoo/>

1. Where is Bandung Zoo ? Bandung Zoo is located at ...
 - a. Tamansari Street
 - b. Kebun Binatang
 - c. Dago
 - d. East Java
2. The zoo opens for ... hours.
 - a. 8
 - b. 9
 - c. 10
 - d. 11

3. “They can also interact directly with some types of animals”. (paragraph 3 line 1)

The word “they” refers to ...

- a. Animals
 - b. Visitors
 - c. Officers
 - d. Species
4. How can the visitors visit the zoo ? They can visit the zoo ...
- a. Before 08.00 a.m
 - b. By looking at the animals
 - c. After 06.00 a.m
 - d. By buying the ticket
5. What is the purpose of the text ?
- a. To show the steps
 - b. To entertain the readers
 - c. To describe something
 - d. To explain how and why

Answer key :

- 1. A
- 2. C
- 3. B
- 4. D
- 5. D

a. Rubrik Penilaian :

Uraian	Skor
Setiap item jawaban benar	20
Jawaban salah	0
Tidak menjawab	0

b. Pedoman penilaian:

Total item	: 5	
Setiap nomor, tiap jawaban benar skor	: 20	
Nilai maksimal	: 100	
Nilai siswa	: $\frac{\text{Nilai perolehan}}{\text{Nilai maksimal}} \times 100$	

**Mengetahui,
Guru Mata Pelajaran,**

**Bandar Lampung, 2017
Mahasiswa Peneliti,**

**Nuryanti, S.S
NIP.**

**Hasri Wahyu Ningsih
NPM. 1311040208**



**Menyetujui,
Kepala SMAN 1 Bangunrejo**

**SALAM, S.Pd
NIP. 19640708199903 1005**

*Appendix 15***LIST SAMPLE OF THE RESEARCH**

No	Students' Name	Gender	Code	No	Students' Name	Gender	Code
1	Abilia Faturrokhman	L	E-1	1	Ani Saputri	P	C-1
2	Adi Kusnanto	L	E-2	2	Anisa Febriyanti	P	C-2
3	Aldi Eka Pratama	L	E-3	3	Dinar Ayu Prastiti	P	C-3
4	Ananda Diah P.		E-4	4	Feri Adi Sitinjak	L	C-4
5	Clara Ragil Saputri	P	E-5	5	Fitri Dwi Indra Sari	P	C-5
6	Dhea Fernanda		E-6	6	Haris Afriansyah	L	C-6
7	Diah Anggi Isnaini		E-7	7	Luky Arjuna	L	C-7
8	Dian Sanjaya		E-8	8	Lusiana Safira R.	P	C-8
9	Dicky Chandra H.		E-9	9	Melinda Agustin	P	C-9
10	Erika Dwi Yesinta		E-10	10	Neli Apriya Isnaini	P	C-10
11	Farid Safei		E-11	11	Nicho Chandra P.	L	C-11
12	Fenti Setiyani		E-12	12	Muhammad Basid S.	L	C-12
13	Feri Hidayanti		E-13	13	Pina Widiati	P	C-13
14	Gading Ari Pramudia		E-14	14	Puspa Widya Lesty G.	P	C-14
15	Govar Arwando		E-15	15	Rahmat Sholehan	L	C-15
16	Husnul Hotimah		E-16	16	Reni Nuraeni	P	C-16
17	Lestari Saraswati		E-17	17	Ridwan	L	C-17
18	Lilia Nurul Rahmawati		E-18	18	Ricky Nurcahya	L	C-18
19	Miratu Shalihah Zen		E-19	19	Sirad Rahayupa	L	C-19
20	Monica Tiara Sari		E-20	20	Soni Gunawan	L	C-20
21	Rafli Irawan		E-21	21	Tri Adi Setiyawan	L	C-21
22	Royhan Maulana		E-22	22	Trigustina Hidayati	P	C-22
23	Sekar Ayu Kinasih		E-23	23	Weldi Kurdiyanto	L	C-23
24	Selvi Sri Sundari		E-24	24	Yunita Sari	P	C-24
25	Sentia Febri Juwita		E-25				
26	Sri Pur Ayuningsih		E-26				
27	Vicky Pangestu		E-27				
28	Vita Handayani		E-28				

Appendix 16

Rekap Analisis Butir Soal Pre-test using Anates

Rata2= 21.96

Simpang Baku= 7.10

Korelasi XY= 0.85

Reliabilitas Tes= 0.92

Butir Soal= 40

Jumlah Subyek= 25

Butir Asli	Daya Pembeda	Tingkat Kesukaran	Korelasi	Sign. Korelasi
1	-28.57	Sedang	-0.192	-
2	14.29	Sedang	0.124	-
3	0.00	Sedang	0.052	-
4	0.00	Mudah	0.123	-
5	71.43	Sedang	0.418	Sangat Signifikan
6	42.86	Sedang	0.124	-
7	42.86	Sedang	0.399	Sangat Signifikan
8	42.86	Sedang	0.415	Sangat Signifikan
9	71.43	Sedang	0.546	Sangat Signifikan
10	42.86	Sedang	0.484	Sangat Signifikan
11	14.29	Sangat Mudah	0.204	-
12	42.86	Mudah	0.457	Sangat Signifikan
13	85.71	Sedang	0.555	Sangat Signifikan
14	0.00	Sangat Mudah	-0.118	-
15	14.29	Sedang	0.237	-
16	71.43	Sedang	0.462	Sangat Signifikan
17	28.57	Sedang	0.070	-
18	0.00	Mudah	-0.065	-
19	71.43	Sedang	0.543	Sangat Signifikan
20	57.14	Sedang	0.446	Sangat Signifikan
21	28.57	Mudah	0.399	Sangat Signifikan
22	28.57	Sedang	0.440	Sangat Signifikan
23	14.29	Sedang	0.355	Signifikan
24	71.43	Sedang	0.615	Sangat Signifikan
25	42.86	Sedang	0.390	Signifikan
26	100.00	Sedang	0.731	Sangat Signifikan
27	71.43	Sedang	0.546	Sangat Signifikan
28	14.29	Mudah	0.212	-
29	0.00	Mudah	0.035	-
30	42.86	Sedang	0.333	Signifikan
31	14.29	Sukar	0.192	-
32	85.71	Sedang	0.676	Sangat Signifikan
33	57.14	Sukar	0.541	Sangat Signifikan
34	42.86	Sedang	0.394	Sangat Signifikan
35	42.86	Mudah	0.284	-
36	100.00	Sedang	0.891	Sangat Signifikan

37	0.00	Sedang	0.052	-
38	85.71	Sedang	0.779	Sangat Signifikan
39	71.43	Sedang	0.661	Sangat Signifikan
40	85.71	Sedang	0.777	Sangat Signifikan



Appendix 17

Rekap Analisis Butir Soal Post-test using Anates

Rata2= 25.07

Simpang Baku= 6.05

Korelasi XY= 0.62

Reliabilitas Tes= 0.77

Butir Soal= 40

Jumlah Subyek= 30

Butir Asli	Daya Pembeda	Tingkat Kesukaran	Korelasi	Sign. Korelasi
1	75.00	Sedang	0.674	Sangat Signifikan
2	25.00	Sangat Mudah	0.433	Sangat Signifikan
3	37.50	Mudah	0.364	Signifikan
4	25.50	Sedang	0.282	Signifikan
5	-12.50	Sedang	0.013	-
6	25.00	Mudah	0.413	Sangat Signifikan
7	50.00	Sedang	0.497	Sangat Signifikan
8	12.50	Sukar	0.091	-
9	62.50	Mudah	0.565	Sangat Signifikan
10	50.00	Sedang	0.381	Signifikan
11	37.50	Sukar	0.310	Signifikan
12	37.50	Sedang	0.316	Signifikan
13	75.00	Sedang	0.471	Sangat Signifikan
14	25.00	Sedang	0.299	-
15	37.50	Sangat Mudah	0.549	Sangat Signifikan
16	37.50	Mudah	0.387	Signifikan
17	12.50	Sedang	0.253	-
18	25.00	Sedang	0.215	-
19	50.00	Sangat Mudah	0.681	Sangat Signifikan
20	0.00	Sangat Mudah	0.096	-
21	-25.00	Sukar	-0.132	-
22	50.00	Sedang	0.365	Signifikan
23	62.50	Sedang	0.406	Sangat Signifikan
24	75.00	Sedang	0.637	Sangat Signifikan
25	37.50	Sedang	0.316	Signifikan
26	0.00	Sedang	-0.001	-
27	25.00	Sedang	0.261	-
28	50.00	Sedang	0.497	Sangat Signifikan
29	25.00	Sedang	0.293	-
30	37.50	Sedang	0.191	-
31	37.50	Mudah	0.472	Sangat Signifikan
32	25.00	Sedang	0.259	-
33	75.00	Mudah	0.552	Sangat Signifikan
34	0.00	Sangat Mudah	-0.062	-
35	0.00	Sedang	0.111	-
36	50.00	Sedang	0.437	Sangat Signifikan

37	12.50	Sedang	-0.011	-
38	37.50	Sangat Mudah	0.499	Sangat Signifikan
39	87.50	Mudah	0.692	Sangat Signifikan
40	75.00	Sedang	0.508	Sangat Signifikan



Appendix 18 A

Reliability Test of Pre-test

Rata-rata = 21.96

Korelasi XY = 0.85

Simpang Baku= 7.10

Reliabilitas = 0.92

No Subyek	Nama Subyek	Skor Ganjil	Skor Genap	Skor Total
1	Afidatul Umroh	10	15	25
2	Amay Leony Citra Dewi	10	11	21
3	Andreas Eko Pratama	7	8	15
4	Atiza Hutami	9	8	17
5	Bimby Wijacksono	8	9	17
6	Denada Dwi Kartika	17	18	35
7	Eky Resti Hasiliani	10	10	20
8	Erina Azzahra	13	17	30
9	Khoirul Mukti	9	8	17
10	Linda Sugiarti	15	17	32
11	Monica Intan Permata	11	10	21
12	Naelil Aulia	6	6	12
13	Novianti	16	13	29
14	Nur Rohman Ali	13	17	30
15	Reynald Akbar	10	15	25
16	Reyhan Ramadani	8	7	15
17	Rifki Wahyuliansari	14	18	32
18	Rina Setia Ningsih	13	16	29
19	Rio Saputra	9	8	17
20	Riska Ningsih	8	6	14
21	Ryan Saputra	6	6	12
22	Sandrean Ghana	8	9	17
23	Sugiatni Asmara	13	14	27
24	Toto Nurcahyo	14	12	26
25	Yeni Damayanti	8	6	14

*Appendix 18 B***Reliability Test of Post-test****Rata-rata = 25.07****Korelasi XY = 0.62****Simpang Baku= 6.05****Reliabilitas = 0.77**

No Subyek	Nama Subyek	Skor Ganjil	Skor Genap	Skor Total
1	Ahmad Syarifudin	1	4	5
2	Amira Fitriani	15	18	23
3	Antonius Rio	13	13	26
4	Boby Putra W.	11	11	22
5	Cika Trisnawati	13	14	27
6	Damayanti	12	15	27
7	Devi Oktaviana	17	15	32
8	Dewi Agustin	15	9	24
9	Diah Nadhifa	14	13	27
10	Dila Selvia	15	14	29
11	Dita Widyasari	12	8	20
12	Eka Agustina	12	15	27
13	Fahri Ramadhan	12	10	22
14	Hardi Anti	5	17	22
15	Juliana Dewi	14	13	28
16	Jumiatun Hasanah	6	13	18
17	Keni Wigati	13	16	28
18	Miftahul Amanah	13	16	29
19	Niki Anani	15	16	31
20	Prayuda Fajar S.	9	9	18
21	Rahma Sari	10	13	23
22	Rani Susanti	7	10	17
23	Reza Nur Wahyudi	8	10	18
24	Riski Rismawati	15	18	23
25	Suci Rahmadila	12	13	27
26	Sofianadi	7	13	20
27	Tika Mersanda	16	16	32
28	Trisna Dian A.	11	14	25
29	Wahyu Saputra	15	14	29
30	Wanjuk Sitinjak	12	13	25

*Appendix 19***The Score of Pre-test and Post-test of Experimental Class**

NO	Nama	Gender	Code	Pretest Score	Posttest Score	Gain
1	Abilia Faturokhman	M	E-1	36	80	40
2	Adi Kusnanto	M	E-2	32	48	16
3	Aldi Eka Pratama	M	E-3	44	56	12
4	Ananda Diah Pramudhita	F	E-4	56	68	12
5	Clara Ragil Saputri	F	E-5	44	80	44
6	Dhea Fernanda	F	E-6	60	76	16
7	Diah Anggi Isnaini	F	E-7	52	80	28
8	Dian Sanjaya	M	E-8	40	64	24
9	Dicky Chandra Hermawan	M	E-9	40	72	32
10	Erika Dwi Yesinta	F	E-10	40	64	24
11	Farid Safei	M	E-11	44	76	32
12	Fenti Setiani	F	E-12	48	88	40
13	Feri Hidayanti	F	E-13	76	84	8
14	Gading Ari Pramudia	M	E-14	52	76	24
15	Govar Arwando	M	E-15	28	64	36
16	Husnul Hotimah	F	E-16	76	84	8
17	Lestari Saraswati	F	E-17	48	60	12
18	Lilia Nurul Rahmawati	F	E-18	40	72	32
19	Miratu Shalihah Zen	F	E-19	64	88	24
20	Monica Tiara Sari	F	E-20	44	72	28
21	Rafli Irawan	M	E-21	48	72	24
22	Royhan Maulana	M	E-22	36	72	36
23	Sekar Ayu Kinasih	F	E-23	58	72	14
24	Selvi Sri Sundari	F	E-24	72	76	4
25	Sentia Febri Juwita	F	E-25	36	76	40
26	Sri Pur Ayuningsih	F	E-26	48	80	32
27	Vicky Pangestu	M	E-27	40	80	40
28	Vita Andayani	F	E-28	44	80	36

*Appendix 20***The Score of Pre-test and Post-test of Control Class**

NO	Nama	Gender	Code	Pretest Score	Posttest Score	Gain
1	Ani Saputri	F	C-1	48	64	16
2	Anisa Febrianti	F	C-2	48	52	4
3	Dinar Ayu Prastiti	F	C-3	48	68	20
4	Feri Adi Sitinjak	M	C-4	40	44	4
5	Fitri Dwi Indra Sari	F	C-5	52	80	28
6	Haris Afriansyah	M	C-6	64	80	16
7	Luky Arjuna	M	C-7	48	52	4
8	Lusiana Safira Rahmawati	F	C-8	40	60	20
9	Melinda Agustin	F	C-9	60	76	16
10	Neli Apriya Isnaini	F	C-10	28	52	24
11	Nicho Chandra Pamungkas	M	C-11	68	76	8
12	Muhammad Basid Saputra	M	C-12	52	60	8
13	Pina Widiati	F	C-13	36	60	24
14	Puspa Widya Lesti Gunawan	F	C-14	36	72	36
15	Rahmat Sholehan	M	C-15	48	68	20
16	Reni Nuraeni	F	C-16	52	56	4
17	Ridwan	M	C-17	40	70	30
18	Rizky Nurcahya	M	C-18	24	48	24
19	Sirad Rahayupa	M	C-19	48	64	16
20	Soni Gunawan	M	C-20	64	68	4
21	Tri Adi Setiyawan	M	C-21	40	72	32
22	Trigustina Hidayati	F	C-22	36	60	24
23	Weldi Kurdiyanto	M	C-23	56	80	24
24	Yunita Sari	F	C-24	20	44	24

Appendix 21

**THE RESULT OF NORMALITY TEST IN THE
EXPERIMENTAL AND CONTROL CLASS**

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
score	Experiment	.144	28	.140	.932	28	.070
	Control	.150	24	.171	.919	24	.057

a. Lilliefors Significance Correction



*Appendix 22***THE RESULT OF HOMOGENEITY TEST****Test of Homogeneity of Variances**

Score

Levene Statistic	df1	df2	Sig.
1.925	1	50	.171



Appendix 23

THE RESULT OF HYPOTHETICAL TEST

The Result of Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Gain	Equal variances assumed	1.925	.171	2.394	50	.020	7.298	3.049	1.174	13.422
	Equal variances not assumed			2.431	49.917	.019	7.298	3.002	1.267	13.320



*Appendix 24***Documentation of the Research**

This is the pictures of control class or X MIPA 1. In this class, students are reading a descriptive text about tourism place. The teacher are using read aloud in teaching reading comprehension.



This is a picture of the experimental class (X MIPA 2). In this class, the students are reading a descriptive text about tourism place together in a group. The teacher is using choral reading in teaching reading comprehension.



This is a picture of experimental class (X MIPA 2). The students are doing pre-test of reading comprehension test.



This is a picture of experimental class (X MIPA 2). The students are doing post-test of reading comprehension test.



This is a picture of control class (X MIPA 1). The students are doing pre-test of reading comprehension test.



This is a picture of control class (X MIPA 1). The students are doing post-test of reading comprehension test.